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CENTURY SPELLING BOOK

ASWELL COOK
GILBREATH

Part 1

RAND McNALLY & CO.

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THE CENTURY SPELLING BOOK

A Book on the Study and Use of Words

By

J. B. ASWELL
President State Normal School, Natchitoches, Louisiana

JOE COOK
Superintendent of Schools, Columbus, Mississippi

S. G. GILBREATH
Superintendent of Schools, Chattanooga, Tennessee

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JANUARY 25, 1924

"In words contemplated singly, there are boundless stores of moral and historic truth and no less of passion and imagination, laid up. . . . from these, lessons of infinite worth may be derived, if only our attention is roused to their existence . . . well it will repay you to study the words which you are in the habit of using or meeting."

RICHARD CHENEVIX TRENCH

The Rand-McNally Press
Chicago

THE PREFACE

THE Century Spelling Book embodies, it is believed, the best orthoëpic and orthographic methods of modern teachers without surrendering the older principles which have been shown to be correct through the severe test of use in the schoolroom.

To merit approval a spelling book should make good spellers of those who study it. It should be discarded if it fail to do this, no matter what may be claimed for it.

In the preparation of the Century Spelling Book, to the end that those who study it may become good spellers, the following principles have been kept in view.

1. GRADING: The word-lists and directions for study have been so arranged that, beginning with the second grade, pupils in any of the grades below the High School, will experience little difficulty in using them.

2. SELECTION OF WORDS: The words have been selected because of their meaning and general use, rather than with a view to taxing the pupils with the mastery of long lists of words that are difficult of spelling, and rarely employed.

3. USE OF WORDS: Throughout the book, as far as practicable, the pupil is taught the correct use of words, and is trained in such principles of the English language as are demanded by the requirements of the work to be done.

4. PRONUNCIATION: The pronunciation of words, a most necessary element in spelling, is given the emphasis its importance demands. The lists and suggestions are so planned and placed that the pupil is given all needed help in learning the correct sounds of letters, and the pronunciation of words. Throughout the book pronunciation is based on Webster's Dictionary. This is also true of spelling with the exception of foreign geographical names which follow Longman's Gazetteer, and some proper names.

5. SUGGESTIONS AND DIRECTIONS: The suggestions to teachers and the directions for study are many and are carefully graded. They will arouse interest and incite pupils to study.

January, 1909

THE AUTHORS

SUGGESTIONS TO TEACHERS

Words are not composed of letters thrown together in a haphazard manner. In most English words, when properly pronounced, there is a direct relation between the sound of the word and the order of the letters in it. It is true that our language is so enriched by accessions from other languages that it includes a large number of words which do not conform to the usual phonetic rules. As the number of such words in common use is not great, no serious objection is offered to the study of spelling from the standpoint of phonics. However, to become a good speller more is required than a knowledge of the sounds of letters and the correct pronunciation of words, no matter how essential these may be. The eye of the pupil should be trained to recognize the correct forms of words, and he should be taught the proper use of correctly written or spelled words. It is necessary, therefore, that the ear be trained to recognize the sound, or pronunciation, of words; the eye to detect their proper forms; the hand to express them correctly in writing; and that the mind be trained to a rightful use of them, so that they may become a part of the pupil's vocabulary.

These requirements will suggest to teachers that many methods of assignment and recitation should be employed. It must not be overlooked, however, that an important part of the assignment of the spelling lesson containing words not already studied, is the correct pronunciation of all the words. The pupil should pronounce slowly and distinctly each word, and the teacher should not permit a word to be passed until the correct pronunciation has been given by the pupil.

As a preparation for this the teacher should study the dictionary and lead the pupils into the habit of using it. The dictionary is the basis of all spelling books, and if teachers would know more about the words in the lesson than the pupils, and if the pupils are to become good spellers, this book must not be neglected.

A definite time for the study of the spelling lesson should be assigned, and reviews should be frequent. Lists of words which are often misspelled should be made and studied. Pupils become good spellers through close study and much practice—both oral and written. While experienced teachers will add to the suggestions made in

this spelling book, it is believed that, if faithfully followed, the directions given will do much to lessen the criticisms of the unsatisfactory results from the teaching of spelling in the schools.

THE LETTERS OF THE ALPHABET

The letters in the English alphabet are divided into two classes. Letters that represent vocal or open sounds, are called vowels. Vowel sounds are more or less modified by the position of the vocal organs in speaking. The result is that each vowel has more than one sound, as ă, å, ā, â, ȧ, ä, ạ, and a̤. The regular vowels are a, e, i, o, and u. Sometimes w and y are vowels. Again i and u are sometimes consonants; in which case they take the sounds of consonants y and w.

Letters which represent sounds that are obstructed by different parts of the mouth, or sounds less open than vowels, are called consonants. Consonants having but one sound are b, h, j, k, l, m, p, q, t, v, w, and y. Consonants having more than one sound are c, d, f, g, n, r, s, x, and z.

DIACRITICAL MARKS

Diacritical marks are marks that are used to indicate different sounds of the same letter.

The diacritical marks used in this book are as follows:

Names	*Marks*	*Symbols*
Breve	(˘)	ă, ĕ, ĭ, ŏ, ŭ, y̆, o͝o
Macron	(¯)	ā, ē, ī, ō, ū, ȳ, o͞o
One dot above	(˙)	ȧ, ȯ, g̊
Two dots above	(¨)	ä, ï
One dot below	(.)	ạ, ọ, ụ
Two dots below	(¨)	a̤, o̤, ṳ
Circumflex	(^)	â, ê, ô, û
Tilde	(~)	ã, ĩ, ỹ
Modified macron	(˟)	å, e̊, i̊, o̊, ů, ẙ
Bar underneath	(‗)	n̲, e̲
Bar suspended	(‸)	s̸, x̸
Bar above	(¯)	ḡ
Cedilla	(¸)	ç
Transverse bar	(-)	ɕ

ā, long, as in fāme, fāte, āle
ē, long " ēve, mēte, se rēne′
ī, long " īce, fīne, tīme
ō, long " ōld, tōld, nōte
ū, long " tūne, ūse, mūte
ȳ, like ī " flȳ, trȳ, buȳ
ă, short " măt, hăt, ăt tăck′
ĕ, short " mĕt, ĕnd, car′pĕt
ĭ, short " pĭn, fĭn, pĭt′y
ŏ, short " hŏt, nŏt, ŏc cur′
ŭ, short " bŭt, bŭt′ter, ŭn′der
y̆, like ĭ " gy̆p′sy̆, ny̆mph, pit′y̆
å, short Italian, as in åsk, dånce, so′få
ȯ, like ŭ, as in sȯn, wȯn; also like ē, as in ac′tȯr
ä, Italian, as in ärm, fär, fä′ther
i, like ē " ma chine′, va lise′, pique
ạ, like ŏ " whạt, wạs, wạn′der
ọ, " wọ′man, wọlf, bọ′som
ụ, " fụll, pụll, pụsh
ạ, broad " ạll, tạlk, wạ′ter
ọ, " dọ, prọve, mọve
ụ, after r " rụde, rụ′ral, rụ′mor
ē, " hēr, in fēr′, vērge
ī, like ē " bīrd, fīr, vīr′gin
ȳ, like ē " mȳrrh, mȳr′tle, zeph′ȳr
â, " câre, âir, pâr′ent
ê, like â " whêre, êre, thêre
ô, like ạ " ôrb, fôr′get, ab hôr′
û, like ē " bûrn, ûrge, hûrl
å, modified ā, as in pref′åce, rav′åge, chå ot′ic
ė, modified ē, " so ci′ė ty, crė ate′, ė vent′
i, modified ī " di am′e ter, i de′a, tri bu′nal
ȯ, modified ō " ȯ bey′, bil′lȯw, pȯ et′ic
ů, modified ū " ů nite′, na′tůre, cen′sůre
ẏ, like i, as in hẏ e′na, mẏ og′ra phy
ę, like ā " ęight, vęin, bal lęt′

ō͞o, long, as in fō͞od, mō͞on, fō͞ol
o͝o, short " fo͝ot, bo͝ok, go͝od
ou, ow, as in out, how, de vour′
oi, oy, as in oil, boy, noi′sy
n̨, like ng, as in an̨′ger, con̨′gress, in̨k
s̨, like z " ribs̨, runs̨, na′s̨al
x̣, like gz " ex̣ ert, ex̣ am′ine, ex̣ ist′
x, like ks " ex′it, a′pex, ex′tra
ç, like s " çiv′il, viçe, aç′id
c, like k " call, act, pic′ture
g̈, hard " g̈um, g̈row, g̈ive
ġ, soft like j " ġem, ranġe, en′ġine
ph, like f " go′pher, or′phan, sul′phur
l, like a vowel, as in a′ble, tri′fle
N represents simply the nasal tone (as in the French and Portuguese) of the preceding vowel; as in *encore* (äN kôr′).

Drill on all the sounds, vowel and consonant, until the pupils associate the sound rather than the name with the character.

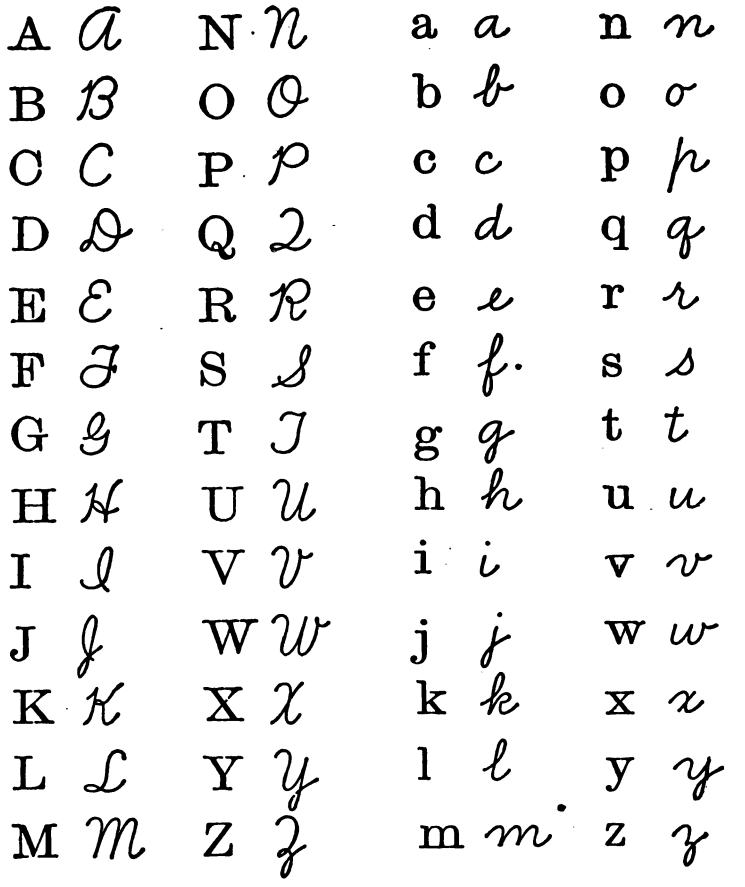
For the younger pupils, prepare a set of cards, about five by eight inches in size, and on each print or write a consonant.

To teach the sound of *b*, write *bat* on the blackboard and have it pronounced by a pupil. Write it again separating the parts *b—at*, and have it pronounced slowly, pointing to each part as it is pronounced. Have several pupils sound each part. Having secured the correct sound of *b*, place in sight the card with *b* printed or written on it and ask for the sound several times during the day.

In like manner teach the following sounds, reviewing daily with the cards:

b — bat	v — van	d — walked	q — quick
f — fan	w — will	n — not	n̨ — ink
f — of	y — yes	g̈ — gun	ch — chat
h — hat	c — can	ç — cent	çh — chaise
j — jog	s — sat	z — zest	sh — ship
k — kid	s — runs	z — azure	th — that
l — led	r — ray	ġ — gem	th — thin
m— man	r — arm	s̨ — rose	wh — when
p — pat	r — western	x — fox	ch — ache
t — top	d — doll	x̣ — examine	

Alphabet


A a N n a a n n
B b O o b b o o
C c P p c c p p
D d Q q d d q q
E e R r e e r r
F f S s f f s s
G g T t g g t t
H h U u h h u u
I i V v i i v v
J j W w j j w w
K k X x k k x x
L l Y y l l y y
M m Z z m m z z
1 2 3 4 5 6 7 8 9 0

THE CENTURY SPELLING BOOK

PART ONE

1

ăm	ăx	jăm	făt	thăt
căt	ăn	hăt	wăx	lămp
păd	băd	răn	tăg	trăp
hăs	făn	lăp	hăm	slăp

2

věx	pěn	nět	kěg	whěn
děn	bět	pěg	rěnt	stěp
lěg	lěd	hěm	stěm	frět
jět	wěb	lět	běnt	thěm

3

bĭt	ĭn	ĭs	fĭb	spĭn
tĭn	dĭg	ĭnk	trĭp	thĭs
lĭp	lĭd	bĭb	slĭm	swĭm
pĭg	hĭs	pĭn	drĭp	whĭp

4

ŏf	bŏx	nŏt	lŏg	frŏg
ŏx	cŏt	dŏg	hŏt	trŏt
pŏd	hŏg	sŏb	rŏb	stŏp
mŏp	tŏp	shŏp	fŏg	frŏm

5

bŭd	ŭs	bŭt	fŭn	plŭm
gŭn	sŭn	gŭm	bŭg	sŭng
rŭg	tŭb	rŭb	hŭt	drŭm
cŭt	nŭt	jŭg	mŭd	plŭmp

In the preceding sections notice that each word contains one vowel, and that above this vowel is a mark (˘) called the *brēve*. This mark shows that the vowel is *short*, or pronounced quickly.

Our written language consists of 26 letters, called the *alphabet*. These letters are divided into two classes—*vowels* and *consonants*. The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*. All words must contain one or more vowels. With the exception of the words *a*, *I*, and *O*, all words contain one or more consonants. *I* and *O* are always written with capitals.

6

cab	scab	cash	club	crab
can	camp	zinc	clam	crust
cap	cuff	pick	clock	crisp
cod	cost	duck	cliff	cross

In each of these words notice that *c* sounds like *k;* this is called *hard c*. It is often marked c.

Phonics: Have the pupils pronounce these words slowly. Drill them on the sound of *hard c* so that whenever they see c they will instantly think of its sound. After that, drill them on the sounds of *cl* and *cr*.

7

păn	lăsh	hăng	găsh	trăsh
ănd	sănk	săck	hăck	thănk
hăsh	dămp	trămp	săng	stănd
răng	bănd	shăll	tăck	drănk

Phonics: Drill on sound of ă. Pronounce all words in previous lessons containing this sound.

8

Name-Words

ĕgg	pĕt	bĕlt	nĕst	spĕck
ĕlm	vĕst	wĕll	tĕxt	shĕll
bĕd	dĕsk	tĕnt	yĕll	chĕst
hĕn	shĕd	hĕlm	mĕss	drĕss

Phonics: Drill on sound of *ĕ*. Pronounce all words in previous lessons containing this sound.

Name-words are words that name the things and persons we talk about.

Each name-word learned thus far refers to a single thing, and hence it is said to be a *singular* name-word.

9

Name-Words

dĭn	fĭst	sĭlk	mĭll	trĭck
fĭt	pĭll	kĭng	brĭg	dĭtch
mĭst	rĭnk	rĭll	skĭd	swĭng
tĭnt	wĭng	shĭp	wĭnd	whĭff

Phonics: Drill on sound of ĭ. Pronounce all words in previous lessons containing this sound.

Desk work: Write the letter which has a mark over it in Sections 1, 2, 3, 4, and 5.

10

Name-Words

bŏnd	sŏng	crŏp	lŏft	crŏck
sŏck	rŏck	gŏlf	nŏtch	prŏng
dŏll	pŏnd	mŏss	stŏck	brŏth
lŏss	gŏng	lŏck	frŏst	blŏck

Phonics: Drill on the sound of ŏ. Pronounce all words in preceding lessons containing this sound.

Desk work: Write the letter which is marked in Sections 6, 7, 8, 9, and 10.

11

Name-Words

mŭg	lŭmp	gŭll	hŭsk	skŭnk
pŭp	gŭlf	lŭng	bŭlb	clŭmp
cŭb	bŭck	tŭsk	stŭmp	trŭnk
sŭm	bŭmp	fŭnd	blŭff	stŭnt

Phonics: Drill on sound of *ŭ*. Pronounce all words in preceding lessons containing this sound.

When we wish to speak of more than one we use the *plural* form of the name-word. Name-words usually form their plurals by adding *s* to the singular form.

Desk work: Write the plural of each of the above words. Example: *mug, mugs.*

12

āle	vāse	bābe	spāde	plāte
dāte	wāve	rāke	whāle	pāste
lāke	lāne	skāte	grāpe	frāme
tāpe	gāte	stāge	flāme	snāke

Notice that each word in the above list contains two vowels. Above one vowel is the mark (¯), called the *macron* (mā′krŏn), which shows that this vowel is *long*, or is prolonged in speaking the word. The other vowel is not sounded in speaking the word; hence it is said to be *silent.*

13

bōne	nōse	hōle	shōre	grōve
hōse	pōle	vōte	smōke	stōre
jōke	rōbe	rōse	glōbe	slōpe
rōpe	stōne	mōle	fōrge	stōve

Phonics: Pronounce the words in Sections 4 and 10 and compare the sound of *o* with the sound of that letter in this section.

Desk work: Write these words, drawing a line through the silent vowels.

14

pīle	fīre	dīke	pīne	chīme
kīte	tīde	hīve	mīne	brīde
fīfe	dīme	wīne	sīde	smīle
vīne	fīle	līme	tīre	spīke
slīde	brībe	crīme	wīnd	bīnd

Desk work: Write the plurals of all the words in the first three columns. Draw a line through the silent vowels.

15

rip	hint	shin	gilt	tripe
kid	will	pike	swine	shift
bin	milk	give	whist	tines
vim	ring	sing	scrimp	pride
fig	clip	brim	hilt	jib
snip	till	primp	hip	dim

Phonics: Pronounce carefully each of these words, being especially careful about the sound of *i;* also pronounce all words in SECTIONS 3, 9, and 14.

Desk work: Write these words, marking them so as to show the sounds of the *i's.*

16

$\bar{y} = \bar{\imath}$

bē	pūre	hūge	bȳ	shȳ
hē	tūne	chūte	skȳ	flȳ
mē	mūle	plūme	frȳ	stȳ
shē	tūbe	flūte	sprȳ	tȳpe

The letter *y*, as used above, has the sound of *i* and is a vowel.

Phonics: Pronounce the words in the first three columns and also those of SECTIONS 2 and 5.

17

Action-Words

fāde	wāke	cāme	blāze	grāde
tāke	pāve	grāze	shāme	shāke
wāde	rāge	trāde	drāpe	crāve
bāke	māde	bāste	shāve	blāme

A word that tells what some name-word does may be called an *action-word* (ăk'shŭn-wôrd).

Example: Flowers *fade*.

Phonics: Pronounce each word in Sections 1, 7, 12, and 17.

18

Action-Words

bīte	līke	rīde	shīne	wrīte
wīpe	rīse	drīve	glīde	smīte
mīre	dīve	hīde	slīde	whīne
dīne	hīre	strīve	strīde	strīke

Phonics: Pronounce the words in Section 14.

Desk work: Write these words, drawing a line through the silent letters.

19

Action-Words

rōde	tōre	bōre	shōne	brōke
hōpe	pōse	wōve	spōke	drōve
pōke	tōld	wrōte	grōpe	snōre
swōre	dōze	rōve	prōbe	stōle
quōte	bōlt	strōve	frōze	wōre

Phonics: Drill on sounds of ŏ and ō. Pronounce each word in Sections 4, 10, and 19.

Desk work: Write the letter *o* so as to show the sound it has in this lesson. Also write it so as to show its sound in Section 10.

20

façe	içe	twiçe	laçe	spiçe
raçe	paçe	traçe	fençe	spaçe
niçe	maçe	sliçe	minçe	priçe
çite	riçe	forçe	spliçe	plaçe

Notice that in these words *c* sounds like *s*. This is called *soft c*, and is often shown by placing under it this mark (¸), called the *cedilla* (sẹ dĭl'là).

Phonics: Pronounce these words slowly. Drill on the sound of e and s and ç. Pronounce the words of SECTION 6.

21

EAR TRAINING

āce	cāge	clŏd	crāte	scāle
cāke	crĭb	cōre	crāne	clōve
scŭm	cōke	cāne	scōre	brāce
cōne	cūte	crăsh	dŭnce	thrīce

Desk work: Write these words, marking the *c's* so as to show their sounds. Draw lines through the silent letters.

22

bōll	bōth	cōlt	pōst	mōst
hōst	sōld	pōll	cōld	scōld
mōld	jōlt	fōld	pōrk	pōrch
wōrn	fōrd	tōrn	rōll	spōrt

23

rat	map	tug	bung	gild
sip	hod	find	base	shot
hub	gas	drop	wore	spine
dot	fin	font	hemp	twist

Desk work: Write these words, marking the vowels so as to show their sounds.

24

fill	stuff	troll	muff
kiss	gross	spill	cell
less	cress	chess	snuff
mull	dwell	gruff	stroll

Desk work: Write these words, marking the vowels so as to show their sounds.

Notice that all of the words end in *ff*, *ll*, or *ss*.

To the Teacher: In words of one syllable the final *f*, *l*, or *s*, after a single vowel, is nearly always doubled.

25

drăg	blŏt	fŭss	văt	cătch
dĕnt	prŏp	ĭtch	pĭnch	spĕnd
mĕnd	rŏmp	clŏg	brĭng	spănk
lĭft	cŭll	brăg	stĭtch	smĕll

Phonics: Give the sound of the vowel in each of the above words.

26

did	flag	mate	slab	fell
bag	stub	bust	puff	dose
why	else	rind	dome	tuft
lot	tone	slot	mind	flax

Desk work: Write these words, marking the vowels so as to show their sounds.

27

Name-Words

brăds	hōmes	slăts	wrĕcks
gāmes	tīles	nōtes	strĭps
cōves	dūnes	līnes	strănds
pīpes	chăps	cūbes	shrĕds

Desk work: Write the singular form of each of these words.

28

ACTION-WORDS

add	tell	wept	wilt	crept
hop	slam	lost	swam	spell
dug	clap	toss	went	sting
kick	rung	snub	rile	thrust

Phonics: Pronounce the sound of the vowel in each word.

29

elk	sap	my	rib	imp
sod	pug	ram	nod	lull
jig	mob	rod	tip	pest
lad	wig	job	rum	bend

Desk work: Write these words, marking the vowels so as to show their sounds.

30

bĭg	wĕt	lāme	sōre	whīte
ōld	săd	sāfe	flăt	brāve
rĕd	rīpe	lŏng	līve	stāle
slў	lāte	wīse	bōld	strānge

In addition to name-words and action-words there are also *words that describe*. The above words describe name-words.

Example: *A big boy.*

31

as	up	hit	run	fix
no	so	rot	age	cob
go	at	lag	pot	bun
if	rig	him	wax	pit

Desk work: Write these words, marking the vowels so as to show their sounds.

32

fāme	fāy	sāme	pāne	grāte
māze	gāle	māne	bāle	brāke
hāme	sāke	rāte	vāne	blāde
dāle	cāse	tāle	sāve	slāte
frāme	wāste	jāde	fāke	prāte

Phonics: Give the sound of every letter that is pronounced in each of these words.

33

ġin	ranġe	fringe	saġe
ġem	dodġe	plunġe	badġe
ġill	bulġe	sledġe	wedġe
edġe	hedġe	flanġe	hinġe
ġibe	fudġe	sieġe	lieġe

In these words *g* sounds like *j*. This sound of *g* is called *soft g*, and is marked thus, *ġ*.

Phonics: Drill on *ġ* until pupils on seeing it have no difficulty in sounding it instantly.

34

WORDS THAT DESCRIBE

dry	drab	pale	fresh	rich
tan	dire	thin	slack	brisk
dull	mild	back	prime	plump
left	twin	wide	dense	black
large	huge	blue	good	hard

Desk work: Write ten of these words, each with some name-word that it describes.

Example: The *dry* weather.

35

God	get	gold	plug	gulp
gig	gag	gust	gore	drug
hug	glen	gone	grab	gloss
gap	gang	grim	gimp	gulch
glee	grow	goat	grass	great

Notice the sound of *g* in these words. This is called *hard g*, and is shown by the mark (–), placed over the *g*. Compare it with that of *ġ* in SECTION 33.

Phonics: Drill on the two sounds of *g*.

36

mŏck	rĭck	wĭck	brĭck	thĭck
nĭck	lăck	sŭck	shŏck	frŏck
răck	nĕck	tŭck	stĭck	shŭck
sĭck	dŏck	lĭck	trŭck	slĭck
flĕck	stŭck	strŭck	quĭck	flĭck

Phonics: What sound has *c* in these words? With what letter does each end? What kind of vowel precedes the *c*? Review SECTION 6.

TO THE TEACHER: Words of one syllable in which *c* follows a short vowel usually add a final *k*.

37

EAR TRAINING

rim	fob	clan	drift	while
nap	pus	muck	shrug	stroke
met	rag	dupe	flush	stilts
cud	vent	sink	slept	stripe
rut	home	hill	slug	fang

Desk work: Write these words, marking the vowels.

38

high	blight	fright	plight
nigh	bright	light	right
sigh	fight	might	sight
thigh	flight	night	tight
bight	spright	knight	sleight

Desk work: Write these words, drawing a line through the silent letters.

Notice that *gh* is silent after *i*.

39

ay = ā		**ai = ā**		
bay	day	aim	aid	snail
gay	jay	rail	jail	grain
hay	ray	waif	raid	trail
dray	tray	nail	plait	claim
clay	stray	maid	paint	brain

Desk work: Write the plurals of the words in the first, second and third columns, drawing a line through the silent letters.

40

NUMERALS

one	first	six	sixth
two	sec ond	sev en	sev enth
three	third	eight	eighth
four	fourth	nine	ninth
five	fifth	ten	tenth

A *syllable* (sĭl'là b'l) is a word, or part of a word, sounded with a single effort of the voice. Notice that *sec ond*, *sev en*, and *sev enth* have two syllables.

Numerals belong to the class of words called *words that describe*. Use each of these numerals with a name-word.

Example: *One book; the first book.*

41

PLURALS

stȳles	skĭns	twĭgs	hōrdes
vălves	mȳths	hŭlls	spīres
brībes	plăns	hănks	glănds
brănds	gĭfts	trāins	crīmes

Desk work: Write the singular form of each of these name-words.

42

ee = ē

fēe	wēed	hēed	hēel	blēed
ēel	trēe	lēek	flēet	whēel
sēe	bēet	fēel	sprēe	brēeze
dēed	dēem	kēel	slēet	chēese

Notice that the vowels not marked are silent.

43

ew = ū		**w = u̇**
pew	clew	brew
few	news	grew
new	stew	screw
hew	blew	crew
dew	slew	shrew

44

our	house	mound	cloud
thou	trout	scout	douse
oust	sound	count	pouch
sour	couch	hound	ground

In these words *ou* is a *diphthong* (dĭf′ thŏng). A diphthong is a union of two vowel sounds pronounced in one syllable.

45

ow = ou

owl	row	down	crowd
how	cow	brow	clown
now	fowl	town	frown
vow	scow	prow	growl
mow	plow	drown	crown

What is *ow* in these words?

46

y̆ = ĭ

mist'y	moss'y	hump'y	shin'y
silk'y	loft'y	clump'y	pin'y
wind'y	frost'y	mold'y	ros'y
trick'y	lump'y	ston'y	ho'ly
rock'y	stump'y	bon'y	ti'ny

Notice the mark (') placed to the right and a little above the first syllable in each of these words. It is called the *accent mark*, and shows that the syllable so marked is pronounced with more force than the other.

47

ea = ē

bēan	ēar	bēam	sēat	spēar
sēal	tēam	mēal	bēads	pēace
tēar	hēat	clēat	hēap	lēase
jēan	vēal	whēat	trēat	stēam
rēad	ēaves	rēach	scrēam	pēach

Desk work: Write these words, drawing a line through the silent letters.

48

vat	duke	tilt	chip	week
out	felt	plat	reed	hump
disk	bill	ream	must	spit
skim	peep	pout	best	clime

Desk work: Write these words, marking the vowels so as to show their sounds.

49

ea = ĕ

dĕaf	sprĕad	dĕad	brĕad
hĕad	brĕast	trĕad	thrĕat
swĕat	wĕalth	mĕant	hĕalth
drĕad	thrĕad	rĕalm	clĕanse

Notice that *a* is not sounded in any of these words, and therefore is silent.

50

HEARD AT SCHOOL

ăb'sent	tăb'lĕt	e0l'lĕge	dĭs mĭss'
pū'pĭl	prĭm'er	stū'dent	sŭb trăct'
erāy'on	eăm'pŭs	grăm'mar	blăck'bōard
lĕs'son	pĕn'çĭl	prŏb'lĕm	ĭnk'stănd

51

oa = ō

rōar	lōam	ōar	tōad	shōal
sōap	cōach	lōan	sōak	flōat
fōam	rōast	cōal	bōat	bōard
gōat	grōan	ōats	rōan	tōast

Desk work: Write these words, drawing a line under the silent letters.

52

fad	rear	creed	clean	scowl
talc	chin	flock	crypt	lunch
pomp	kept	cease	shear	screen
coat	steer	scour	tract	fleece
jail	sheep	whack	loaves	bounce

Desk work: Write these words, marking the vowels so as to show their sounds. Notice that the diphthongs *ow* and *ou* are never marked. However *ow* and *ou* are not always diphthongs.

53

ȧnt	hȧsp	ȧsk	glȧss
rȧft	pȧst	wȧft	chȧnt
lȧss	brȧss	mȧst	drȧft
cȧsk	flȧsk	bȧss	slȧnt
tȧsk	bȧsk	fȧst	lȧst

Notice the sound of *a* in these words. This sound of *a* is called *short Italian* and is marked thus *ȧ*.

54

EAR TRAINING

van	gram	pack	crag	chaff
deep	feed	free	gouge	scrape
have	zeal	flog	grist	thence
mush	code	seek	scrub	slight
husk	haze	gulf	graft	kind

Desk work: Write these words, marking the *c's*, *g's*, and *vowels*. Draw a line through the silent letters.

55

â = ê

bâre	câre	stâre	râre
scâre	hâre	thêre	dâre
shâre	snâre	spâre	mâre
whêre	flâre	glâre	pâre

Notice the mark above *a* and *e* in these words. This mark (^) is called a *circumflex* (sĕr'kŭm fleks.)

What is the last letter that is sounded in each word? Notice that *â* and *ê* are followed by an *r* with silent *e*.

Phonics: Drill on the sound of *â* and *ê*. Review SECTION 53 and distinguish between *â* and *a*. These sounds are often confused.

56

arc	cult	hence	crutch	pact
cry	carp	mulct	prance	scant
fact	since	clasp	scone	cast
cede	farce	franc	whence	corn
script	crest	sconce	wince	cave

Desk work: Write these words, marking the *c's* so as to show their sound.

57

adz	seed	gain	braid	steed
sac	hulk	trump	strap	chart
bat	jeer	blond	sheet	stream
act	deal	trait	snout	shroud
fag	goes	hitch	hole	knobs

Desk work: Write these words, marking the vowels.

58

Action-Words

ĕbb	chăt	lĕnd	stăb	wēan
păt	flăp	hŭnt	prŏd	prĕss
dŏn	hĕlp	whĕt	băng	crŭsh
bĕg	dŭmp	lĭsp	shŭt	swĕll

Phonics: Pronounce the sounds indicated by the marks above the letters.

59

Names of Schoolmates

Jane	Maud	Grace	Ralph
Mark	Lu'cy	Frank	Hel'en
Anne	Hen'ry	El'len	Charles
Paul	Fan'ny	Eth'el	Al'fred
Ruth	Ed'win	Da'vid	Wal'ter

The names of persons always begin with capitals. Every person has two or more names. The last name is his *family name*. The first name is his *given name*. Some people have another name which is written between these names; this is called a *middle name*. Explain to the pupils why we must have two names.

Desk work: Write your full name; the full names of your father and mother; also those of two schoolmates. Which are the given names? the family names? the middle names?

60

Word Building

sănd	rĭsk	chĭll	flŏss	slăng
kĭnk	dŭst	thrĭft	flĕsh	pĭtch
rŭst	bŭlk	fĭlth	plŭck	frŏth

"Words that describe" are often formed from name-words and action-words by adding certain endings to them. One of the endings most commonly added is *y*.

Desk work: Write these words. Opposite each write the new word made by adding *y*.

Example: *Sand, sandy.*

61

mail	boll	chain	coast	nay
gown	goad	greet	peach	speed
fear	weep	found	spout	gleam
reel	roam	raise	sweet	freeze

Desk work: Write these words, drawing a line through the silent letters. Remember that *ow* and *oa* when diphthongs are both sounded.

62

ăre	măr	ärm	härp	pärk
bār	tär	ärt	märsh	stärt
căr	jär	färm	stärk	cärve
făr	stär	lärd	chärm	bärge

The sound that *ä* has in these words is known as *Italian a.*

Phonics: Drill on the sounds of *a* so far learned, *ă*, *ā*, *a*, *å*, *ä*.

63

One word by itself is not very useful. At least two words are necessary to express a thought. "*Boys*" by itself does not tell anything, but "*Boys play*" does tell something. "*Boys*" is a *word.* "*Boys play*" is a *sentence.* The first word of every sentence begins with a capital letter.

Desk work: Write five sentences that tell something, using in each a word selected from SECTION 8.

Place a period after each sentence.

Example: *The desk is high.*

64

o̤ = ṳ = ew

do̤	to̤	rṳle	rṳse	brew
who̤	mo̤ve	trṳth	crṳde	grew
lo̤se	whom	prṳne	sprṳce	crew

Notice that the sound of *o̤* is the same as that of *ṳ* in these words.

Phonics: Drill on the sounds of *o* thus far learned, *ŏ*, *ō*, *o̤*, also *ŭ*, *ū*, *ṳ*.

65

bo͞ot	to͞ol	o͞oze	bo͞oth	gro͞om
fo͞ol	ho͞of	fo͞od	bro͞om	ro͞ost
ro͞of	lo͞om	to͞ot	mo͞ose	slo͞op
so͞on	mo͞on	do͞om	sto͞ol	scho͞ol

In these words the sound of *o͞o* is the same as that of *o͝o* and *u͝* in the words used in SECTION 64.

66

tăp	ho͞ot	cōax	drown	drĕnch
wăg	bärk	pĕlt	bound	drĕdge
därn	shout	mo͞or	pärch	chānge
crăm	sŏlve	rouse	pound	strĕtch
glāze	tärt	thrŏb	mound	hours

Notice that no mark is placed on *ou* and *ow* in the above words. Why?

Phonics: Pronounce each vowel sound in the above words.

67

WORDS OF LIKE SOUND

cent	sent	led	lead
flee	flea	meet	meat
sale	sail	fair	fare
hear	here	peek	peak
mail	male	air	heir

Desk work: Write five sentences, each containing one of the above words.

TO THE TEACHER: The above lesson is a fine opportunity to teach the pupils how to use the dictionary. Assist your class in finding the definitions of these words.

68

hand	witch	brush	blouse	grave
reef	noose	bench	sleeve	feast
mass	scarf	spool	sprout	width
fish	match	cheer	sketch	track

Sometimes sentences are used to *ask questions*. This mark (*?*) must be placed at the end of all such sentences. It is called the *question mark* or the *interrogation point.*

Example: *Which is your right hand?*

Desk work: Write five questions, each containing one of the above words.

69

ĕ

hĕr	fĕrn	tĕrm	bĕrth	nĕrve
ĕrr	gĕrm	vĕrb	pĕrch	stĕrn
wĕre	pĕrt	sĕrge	vĕrse	chĕrt
hĕrd	jĕrk	clĕrk	sĕrve	vĕrge

Notice the mark (˘) above *e* in these words. It is called a *tilde* (tĭl′dă). What letter follows *e* in each of the above words?

Phonics: Drill on the sounds of *e* thus far learned, *ĕ*, *ē*, *ê*, *ĕ*.

70

ape	rant	hers	cart	grind
eve	wink	part	dish	flume
ōwn	much	rude	land	shade
fig	scar	seem	sash	merge

A mark used to show the sound of a letter is called a *diacritical* (dī′ă krĭt′ĭ kal) *mark.*

Desk work: Write the above words, using the proper diacritical marks so far learned, and drawing lines through all the silent letters. Notice that in the word *own*, *ow* is not a diphthong. *O* here has the long sound and *w* is silent.

71

ī = ē

fīr	sīr	stīr	flīrt
gīrl	fīrm	whīrl	shīrk
bīrd	dīrt	shīrt	twīrl
skīrt	mīrth	thīrst	smīrch

What letter followed *e* in the words in SECTION 69? What letter follows *ī* in the above words?

Phonics: Drill on the sounds of *i* thus far learned, *ĭ*, *ī*, *ĭ*.

72

IMITATIVE WORDS

bäa	hŭm	bŭzz	crēak
mōō	tĭck	blēat	trĭll
pŏp	whĭz	chĭrp	blâre
mew	hŭsh	twăng	squēak

Each of the above words when properly pronounced imitates some well-known sound. This shows us how some of the words we use originated. Tell what makes each of these sounds.

73

n̲ = ng

bunk	punk	brink	flank
link	chink	prank	think
bank	plank	drink	crank
junk	spunk	blank	shrink

When *k* follows *n* in the same syllable it makes the sound of *n* like *ng*, and is marked as above.

Phonics: Drill on this sound of *n*. Have pupils find ten words in SECTIONS 1 to 5 that end in *n*. Require them to pronounce these words so as to prolong the *n* sound. Drill on the two sounds of *n* until the pupils can distinguish between them.

TO THE TEACHER: In words of one syllable *n* has the sound of *ng* when followed by *k*, hard *ch*, or *x*.

74

Troublesome Words

*k*nāv*e*	nŭm*b*	gnū	*w*rĕn
*k*nōl*l*	bŏm*b*	*g*năt	*w*răp
*k*năc*k*	lăm*b*	*g*năsh	*w*rĭng
*k*nēe*l*	cōm*b*	*g*nōm*e*	*w*rĕnch

In these words the italic letter, *k* for example, shows that the letter is silent.

Desk work: Write these words, drawing lines through the silent letters.

To the Teacher: When occurring in the same syllable, *g* and *k* are silent before *n*, *w* is silent before *r*, and *b* is silent after *m*.

75

+ ing

link ing	tick ing	part ing	whirl ing
bank ing	hush ing	seem ing	thirst ing
drink ing	buzz ing	cast ing	skirt ing
shrink ing	bleat ing	land ing	shirk ing
think ing	chirp ing	grind ing	twirl ing

Desk work: Write the above words, marking the first syllable of each so as to show the accent. See Section 46.

How are all the words in this section built? See Section 60.

76

soft	stout	fond	lance
neat	clear	vain	clamp
wild	blind	loud	plain
rank	bunch	droll	blush

Desk work: Write these words, drawing a short line under the diphthongs and a line through the silent letters.

77

rō*w*	bōwl	bō*w*	sō*w*	snō*w*
tō*w*	crō*w*	blō*w*	stō*w*	glō*w*
mō*w*n	flō*w*	thrō*w*	shō*w*	grō*w*n

What letter is silent in all these words?

What sound did *ow* have in SECTION 45? How does *ow* there differ from *ow* in the above words?

78

NAMES OF PERSONS

A'da	A'my	Lo'is	Ag'nes	I'da
I'nez	Ed'na	No'ra	Al'ice	E'va
El'la	Em'ma	Ro'sa	Cla'ra	E'dith
Co'ra	Ma'bel	Su'san	I rene'	Lau'ra
Ma'ry	Sa'rah	Nan'cy	Flo'ra	Mil'dred

With what kind of a letter do all of these words begin?

79

WORDS OF LIKE SOUND

ail (12)	ate (40)	tail (32)	seam (70)
too (40)	rap (74)	know (31)	foul (45)
inn (3)	sell (24)	weak (48)	stiles (41)
bee (16)	raze (61)	main (32)	creek (72)

Desk work: Turn to the section indicated by the number after each of these words and you will find in it a word that has the same sound. Write the words in pairs. Example: *Ail, ale.*

80

a̤ll	wa̤rt	ha̤lt	a̤wl	cha̤lk
ha̤wk	sa̤lt	da̤wn	ba̤ld	sta̤ll
ta̤lk	ba̤ll	ha̤ll	ca̤ll	sma̤ll
wa̤rm	la̤wn	ba̤lk	wa̤rn	cra̤wl

This sound of *a* is called *broad a.* How is it marked?

Phonics: Pronounce these sounds: *ă, ā, ȧ, a̤, ä, a̤.*

Careless speakers often confuse *ă* and *a̤.*

81

Troublesome Words

*k*nŏb	dŭm*b*	*w*rŭng	scĕn*t*
bŭ*t**t***	*k*nŏ*t*	crŭm*b*	*w*rĭst
*k*new	hym*n*	r*h*ythm	scy*the*
lim*b*	bĕ*ll**e***	grĭp*pe*	grĭ*ll**e***

Phonics: Spell each word by sound, as well as by the letters.

Desk work: Write these words, drawing lines through the silent letters.

82

eat	sift	look	weave	vouch
boom	trim	send	cheat	print
stay	mite	punch	plant	tease
mash	jump	sweep	prowl	teach

Desk work: Write the words containing diphthongs, drawing a line under the diphthongs.

83

sex	lens	rash	stamp	tress
cad	vise	scalp	ranch	batch
fox	whoa	flash	patch	branch
fez	wish	sense	smelt	groove

Pronounce *whoa* (hwō).

Phonics: Pronounce the vowel sounds in each word.

84

Ear Training

gasp	class	dance	pledge	shrewd
scoff	budge	crease	twitch	praise
trust	whelp	thrive	blanch	scheme
theft	rinse	trudge	glance	thrash

Desk work: Write these words, using the proper diacritical marks.

85

Abbreviations

North	N.	North east′	N. E.
South	S.	South east′	S. E.
East	E.	North west′	N. W.
West	W.	South west′	S. W.

To save time we shorten many words that are used frequently by omitting some of their letters. The shortened forms are called *abbreviation* (ăb brē′ vĭ ā′ shŭn). Of what is N. the abbreviation? W.? S. E.? N. W.? What mark is placed after abbreviations?

86

Words that Describe

mad	pink	lean	dear	brown
low	dark	faint	fine	grand
odd	meek	stiff	steep	strict
lank	vile	coarse	round	scarce

Desk work: Write five of these words, each with a name-word which it describes.

Example: *Mad* ***dog***.

87

Troublesome Words

whō***l****e*	***th***ȳme	dĕ***b****t*	bū***t****e***
eōr***ps***	r***h***ȳme	ī***s****le*	***g***nārl
ghō***s***t	plŭm***b***	kĭl***n***	***w***rĕ***s***t
swōrd	***sc***ēn***e***	yō***l****k*	th***ŭm****b*

Desk work: Write the above words in two columns. Mark the silent letters in one column, but not in the other.

88

Word Building

rain	need	grime	cream	ease
mood	luck	crimp	craft	brine
pulp	room	dream	drowse	flint
wire	leak	sleep	grease	stealth

Desk work: Write new words by adding *y* to these words; but when the word ends in silent *e* drop the *e* before adding *y*.

89

u̇ = o͝o

pu̇t	bu̇ll	so͝ot	co͝ok	wo͝od
bu̇sh	pu̇sh	bo͝ok	wo͝ol	sho͝ok
pu̇ll	fu̇ll	ho͝od	to͝ok	bro͝ok

Phonics: Pronounce these sounds: *ŭ*, *ū*, *u̇*, *u̇*, *o͞o*, *o͝o*.

90

Troublesome Words

*w*ry	bou*gh*	*h*our	*w*rō*t*e
ew*e* (ū)	dou*b*t	jam*b*	*kn*ī*gh*t
*kn*ē*e*	clīm*b*	*kn*ĭt	drou*gh*t

Phonics: Pronounce *ou*.

Desk work: Write these words in two columns. Mark the silent letters in one column, but not in the other.

91

mat	fawn	pool	lark	shaft
win	slaw	vamp	mask	rites
box	shoat	noon	gage	birth
lynx	guess	barn	goal	grouse

Desk work: Write these words, using the proper diacritical marks.

92
ô

ôr	nôr	fôrk	hôrse	shôrt
fôr	ôrb	hôrn	tôrch	stôrk
môrn	côrk	côrd	thôrn	snôrt
lôrd	fôrm	bôrn	scôrn	gôrge

Notice that this sound of *o* is always followed by *r*. The mark (ˆ) placed above it to indicate its sound is called the *circumflex*. See SECTION 55.

Phonics: Drill on these sounds thoroughly: *ŏ, ō, o͝o, o͞o, o͡o, o͝o͡o*.

93
WORDS THAT DESCRIBE

limp	vast	blunt	bleak
keen	cool	cheap	sharp
prim	mean	frail	proud
calm	trite	tense	chaste

Desk work: Write ten of these words with name-words which they describe.

94
+ ly

keen'ly	scarce'ly	clear'ly	free'ly
calm'ly	strict'ly	blind'ly	deep'ly
mean'ly	grand'ly	vain'ly	rare'ly
cheap'ly	dear'ly	loud'ly	bare'ly
proud'ly	fine'ly	plain'ly	sweet'ly

Desk work: Write these words in one column, and after each write the word without the ending *ly*.

Example: *Keenly, keen.*

95

owe	reap	shape	close
rave	fuse	chase	stake
rapt	bide	plead	chafe
tame	wage	midst	sear

Desk work: Write these words, using the proper diacritical marks.

96

ȯ = ŭ

sȯn	wȯn	wȯnt	mȯnth
lȯve	sȯme	dȯne	shȯve
one	dȯve	cȯme	glȯve
nȯne	once	mȯnk	spȯnge

Pronounce *one* (wŭn); *once* (wŭns).

Phonics: Pronounce *ā̆*, *ē̆*, *ī̆*, *o̤*, *ŏ*.

97

cĭt′y̆	bev′y̆	pet′ty̆	car′ry̆
man′y̆	ver′y̆	pŭg′my̆	cŭg′net
on′ly̆	cop′y̆	coo′ly̆	sŭs′tem
co′zy̆	ī′dy̆l	ī′vo ry̆	cym′bal

Phonics: Pronounce *y̆*, *ў*, *ī̆*, *ȳ*. Name four words each containing one of these sounds.

98

oi

oil	coin	coil	poise	moist
join	soil	loin	groin	joint
boil	joist	broil	spoil	noise
void	voice	hoist	choice	point

In these words *oi* is a diphthong. Why? See SECTION 44.

99

quĭt	quāil	squĭrt	quĭll
quăck	quēen	quĭnce	quĕnch
quĕll	quĭlt	quȧrtz	squēal
squĭd	quōte	quāint	squēeze

The letter *q* is *always* followed by the letter *u*. In most words *qu* is pronounced as though spelled *kw*.

Phonics: Drill the pupils on this sound of *qu*.

100

$\hat{u} = \tilde{e} = \tilde{\imath}$

bûr	fûr	cûr	cûrl	pûrse
ûrn	tûrn	fûrl	spûr	chûrn
sûrf	ûrge	cûrd	cûrve	spûrt
hûrt	hûrl	tûrf	lûrch	bûrst

What letter comes immediately after *u* in these words?

Review SECTIONS 69 and 71. What is the name of this mark?

Phonics: Pronounce *ȧ*, *ȩ*, *ȯ*, *u̇*, *ẽ*, and *ĩ*. Name six words, each containing one of these sounds.

101

DOUBLE USAGE

slit	blur	war	sneak	blast
mark	dart	walk	grill	flood
hook	work	strop	latch	swarm
burn	leap	stress	lounge	nurse

These words permit of two different uses; as name-words and as action-words. This is true of many words. In order to tell what such words are we must see or hear them used in sentences.

Desk work: Write short sentences showing the use of five of these words as name-words, and also as action-words.

Examples: *The boy slit his coat* (action-word); *the boy made a slit in his coat* (name-word).

102

near	rue	maim	shoot	pant
stun	jut	slip	poach	twine
hark	lurk	weld	stoop	rift
wait	want	melt	smear	sprint

Desk work: Mark diacritically all of these words.

103

ạ = ŏ

wạs	wạd	wạn	wạsh	squạd
swạn	wạsp	swạb	swạmp	squạsh
whạt	swạp	wạnd	swạsh	wạtch

Phonics: Pronounce these sounds: *ȧ ạ, ŏ.*

104

NAME-WORDS

size	lapse	judge	smudge
ridge	ledge	dirge	spouse
lodge	niche	prince	bridge
prize	grange	grudge	glimpse

With what kind of *e* do these words end?

Desk work: Write the plural of these words.

105

+ ed

wait'ed	dart'ed	hoist'ed	need'ed
want'ed	blast'ed	cord'ed	hood'ed
melt'ed	flood'ed	snort'ed	post'ed
blend'ed	point'ed	squirt'ed	mold'ed
weld'ed	joint'ed	blurt'ed	trust'ed

Desk work: Write these words without the ending *ed.*

106

d = t

mixed	pricked	gushed	basked
passed	sniffed	clashed	reached
sulked	clipped	hitched	botched
doffed	gripped	blinked	dressed

In all of the above words you will find that *d* has the sound of *t*. What kind of an *e* precedes the *d*? Notice the difference in the sound of *d* in these words and in the words that are given in SECTION 105.

Phonics: Drill on this sound of *d*. Have pupils select from SECTIONS 1 to 8 ten words ending in *d*. Use these words to show the difference in the sounds.

107

cue	toe	foe	woe
doe	lie	hoe	yea
hue	tea	flue	glue
pie	shoe	plea	throe

Desk work: Write the plurals of these words.

108

squạt	quĭz	quälm	squīrm
quīre	squạb	quĕst	squạwk
quoit	quāke	squīre	squĕlch
quōth	quåff	quī′ĕt	quō′tient
quēer′ly	quīrk	squĭnt	quĭn′sy

What letter always follows *q*?

Phonics: Pronounce slowly each of the words in this section. Be very careful to give each vowel the sound indicated by the mark.

109

e = ā

they	whey	vein
sley	rein	reign
prey	neigh	freight
eight	o bey′	feign

Notice that in these words *e* is followed by either *y* or *i*.

Desk work: Write these words, marking the silent letters.

110

+ ĕr		+ ĕst	
old′er	fresh′er	old′est	fresh′est
sly′er	slack′er	sly′est	slack′est
bold′er	rich′er	bold′est	rich′est
mild′er	brisk′er	mild′est	brisk′est
dull′er	plump′er	dull′est	plump′est

Desk work: All of these words were made from ten words by adding *er* or *est*. Write those ten words.

111

Troublesome Words

dȧunt	flȧunt	dạub	tạut
hȧunt	stȧunch	hạul	vạult
tȧunt	hȧunch	gạuze	pạuse
jȧunt	lȧunch	sạuce	cạught

Phonics: What letter is silent in each of these words? Pronounce the words in the first two columns. What sound of *a* do they contain? Pronounce the words in the last two columns. What sound of *a* do they contain? Do not confuse the sounds of *ä* and *ạ*.

112

Consonant y

yet	yew	yawn	yearn	young
you	yam	yoke	year	yeast
yes	yelp	yarn	yawl	youth
yon	yule	yore	yard	yield

Phonics: In these words *y* is a consonant. Compare these words with those in the last two columns of Section 16. What kind of letter is *y* there? In what part of the words is it found? Where is it found in the above words?

113

Peculiar Plurals

Singular	*Plural*	*Singular*	*Plural*
man	men	goose	geese
foot	feet	mouse	mice
louse	lice	tooth	teeth
knife	knives	ox	ox'en

Desk work: Write five questions containing these words; then write answers to the questions.

114

+ ful

thank'ful	force'ful	dire'ful	help'ful
fit'ful	waste'ful	fright'ful	art'ful
tune'ful	mind'ful	tear'ful	truth'ful
shame'ful	bale'ful	dread'ful	cheer'ful
hope'ful	grate'ful	care'ful	change'ful

What syllable is accented in each of these words? How is it shown? Name the words that contain no silent letters.

115

Troublesome Words

*h*ĕrb	ä*l*ms	*k*nĕ*ll*	pä*l*m
to̱m*b*	*gn*a̱*w*	sä*l*v*e*	w*h*a̱rf
*w*r̆ĭt	tĕm*pt*	*wh*o̱*se*	brōg*ue*
bä*l*m	*wh*ōō*p*	*wr*ēa*k*	prŏm*pt*

Desk work: Write these words in two columns, marking all the silent letters in one column but not in the other.

116

ou = o͞o

coup	rout*e*	g*h*oul	bours*e*
soup	wound	croup	tour'ist
tour	bourn*e*	troup*e*	rou'ble
group	rouge	throu*gh*	rou tine'

Pronounce *rouge* (rōōzh).

Phonics: Pronounce the vowel sound in *soup*, Section 116; *four*, 40; *sour*, 44; *snout*, 57; *you*, 112; *young*, 112; *youth*, 112.

117

Exclamations

ōh	ĕh	āh	lō
tŭt	hā	fīe	ȧ hā'
u̱gh	bāh	hĭst	hŭsh
pu̱gh	shōō	tŭsh	pōōh

These words are called *exclamations*. They, or the sentences in which they occur, are followed by the *exclamation mark* (*!*).

Desk work: Write five sentences using in each a word in this Section.

Example: *Oh! I cut my hand.*

118

+ en

wax'en	slack'en	bright'en
damp'en	black'en	fright'en
hemp'en	strick'en	tight'en
flax'en	gold'en	light'en
fresh'en	sick'en	deep'en

Phonics: What letter is silent in all of these words? Where is the accent?

119

Word Building

bond	dray	drain	wharf
peer	band	truck	shrink
cord	short	stump	light'er
front	post	wreck	par'son
port	seep	steer	bro'ker

Spell the words formed by adding *age* to these words.

120

ch = k		**ch**	
ā*ch*e	ē*a*ch	sŭch	chärt
*ch*ôrd	chŏp	chōk*e*	mŭnch
*sch*ōōl	lärch	chīd*e*	stärch
ĕch'ŏ	chīld	whĭch	thăt*ch*
*ch*ăsm	mĭlch	bē*a*ch	lē*e*ch

Phonics: Notice the difference between the pronunciation of hard ch and the common ch. Pronounce each separately. What letter could be used in place of ch?

121

off	scull	frill	toll	thrall
muss	fall	stack	drill	smack
wall	buff	truss	skiff	squall
loll	check	scroll	crack	thrill

If you do not remember why these words end in *ff*, *ll*, *ss*, and *ck*, see suggestions under SECTIONS 24 and 36.

122

dun	(96)	rote	(90)	heal	(42)	road	(19)
rye	(90)	vice	(83)	soar	(30)	time	(87)
ark	(56)	rest	(87)	deer	(86)	plane	(76)
lye	(107)	waist	(32)	root	(116)	waive	(12)

Desk work: Turn to the section indicated by the number after each of these words and you will find in it a word that has the same sound. Write the words in pairs.

123

toy	guy	law	boy
saw	key	way	jaw
joy	claw	flaw	eye
pea	bead	sway	haw

Desk work: Write the plurals of these words.

124

cărd	could	cûrse	cŏpse	scrąwl
cûrb	crōak	wĭnce	crĭnge	fi*ē*rce
cąlk	scąld	crămp	pounce	scrăp
clĭng	clŭck	n*ī*ēce	pŏm'ăçe	côrpse

Desk work: Write these words, showing by the proper marks whether *c* is *hard* or *soft*.

125

EAR TRAINING

kin	plot	spar	mead	baize
malt	dirk	lope	sward	hoard
dean	rush	nook	proof	swoon
noun	tired	hail	straw	snarl

Desk work: Write these words, using the proper diacritical marks.

126

+ lĕss		+ nĕss	
hat′less	smoke′less	fat′ness	mad′ness
tag′less	tire′less	slim′ness	stiff′ness
thank′less	shift′less	crisp′ness	fine′ness
child′less	tune′less	prompt′ness	faint′ness
shore′less	fade′less	vile′ness	cold′ness

127

tăx	twĭt	wȯrst	trīb*e*	chûrch
ärch	slûr	shą̇wl	wȯrld	thwą̇rt
dĭnt	zĕst	swĕpt	skĭmp	prē*a*ch
bōd*e*	plŏd	spīt*e*	wą̇ltz	stĕnch

Phonics: Pronounce each marked letter separately, giving it the sound indicated by the diacritical mark.

128

bĕrg	chē*e*k	hōax	st*a*̨lk	strā*i*n
tĕnd	el*o*̄*a*k	rē*a*d	trĕnch	flĭtch
dăsh	tru̧çe	sprā*i*n	thrō*a*t	serătch
wĭsp	dw*a*̨rf	blŏtch	swĭtch	splûrg*e*

Desk work: Write each word containing a silent letter.

129

I'm	I've	I'll	'twas	wasn't
he's	'tis	isn't	aren't	doesn't
don't	can't	you'll	you're	there'll
there's	you've	doesn't	couldn't	shouldn't

When we shorten a word, or two words, by the omission of one or more letters, we form a *contraction* (kŏn trăk' shŭn). The mark ('), called the *apostrophe* (ȧ pŏs' trō fē) takes the place of the missing letter, or letters.

The words most commonly contracted are *am*, *are*, *is*, *not*, *have*, and *will*.

Desk work: Write these contractions, and opposite each, the words that are contracted.

130

COMMON ABBREVIATIONS

ton	T.	cent	ct.	dram	dr.	pound	lb.
inch	in.	pint	pt.	page	p.	month	mo.
foot	ft.	yard	yd.	ounce	oz.	square	sq.
mile	m.	peck	pk.	quart	qt.	street	st.

What is an abbreviation? What is always placed after an abbreviation? Review SECTION 85.

Plurals: Generally the same abbreviation is used for the plural as for the singular form; *cts.* for *cents*, *pp.* for *pages*, and *yds.* for *yards* are exceptions.

131

ACTION-WORDS

mow	etch	purge	bloom	browse
woo	skip	shirr	nudge	please
wed	delve	spray	sneeze	starve
dub	swirl	foist	swerve	bleach

Desk work: Write five of the above words in sentences.

132

l*au*d	fr*au*d	p*ou*r	d*ough*
aught	t*aught*	s*ou*l	m*ou*rn
c*ause*	p*au*nch	c*ou*rt	s*ourge*
n*aught*	cl*ause*	g*ou*rd	th*ough*

Phonics: Review SECTION 80 and drill on the sounds of *a*.

133

WORD BUILDING

singe	singe'ing	singed
tinge	tinge'ing	tinged
stay	stay'ing	stayed
lay	lay'ing	laid
pay	pay'ing	paid
say	say'ing	said

Phonics: Pronounce the words in the second column.

Desk work: Use the word at the top of each column in sentences.

134

WORD BUILDING

bă*t*	bā*te*	tă*p*	tā*pe*	nŏ*t*	nō*te*
fa*t*	fate	met	mete	rot	rote
hat	hate	bit	bite	rod	rode
mat	mate	kit	kite	cut	cute
cap	cape	sit	site	cub	cube

Notice that in many words the final silent *e* changes the short sound of the vowel to a long sound.

Example: *bat, bate.*

Phonics: Pronounce the words not marked.

135

ʻearn	stave	chair	swear	guilt
earl	hearse	stair	suit	guild
learn	dearth	bear	juice	guile
search	pair	wear	sluice	guise
pearl	hair	pear	build	guide

Phonics: Review SECTIONS 55 and 69.

Desk work: Write these words, marking the vowels and silent letters.

136

ş = z

hawşe	ap plauşe′	na′ şal	re şort′
blowşe	like′wişe	im poşe′	op poşe′
dai′ şy	coast′ wişe	es pouşe′	sup poşe′
de şerve′	beeş′ wax	re vişe′	dis cloşe′

137

IMITATIVE WORDS

cąw	brāy	clĭck	*p*shą*w*
pûr	hĭs*s*	grŭnt	crŭnch

Desk work: Use five of these words in sentences.

138

bid	nape	load	foil	surge
par	mink	sane	gall	steal
coo	rout	ward	vale	maul
tare	bawl	peel	marl	death

Desk work: Write these words, using the proper diacritical marks.

139

ore (51)	peal (138)	ware (135)	maize (32)
pray (109)	lode (138)	role (22)	beech (83)
gait (12)	been (15)	beet (146)	would (89)
hoop (115)	pore (132)	steel (138)	course (86)

Desk work: In the section indicated by the numbers after each of these words there is another word, which has the same sound. Write these two words in pairs.

140

TROUBLESOME WORDS

pēat	gäunt	steāk	väunt	ēarth
deūçe	quąsh	suāve	heärth	fąult
gāuġe	squĭb	frụit	erụiṣe	brĕadth
guĕst	brụiṣe	heīght	sleīghs	seoûrġe

Phonics: Pronounce the vowel sounds in these words.

141

door	shunt	scoop	crouch	hatch
worth	floor	slash	snatch	grant
skull	parse	flour	splash	slump
sling	spurn	sloop	fray	length

Desk work: Write in sentences the words in this section containing diphthongs.

142

WORDS OF LIKE MEANING

tall	serf	gaze	jest	whim
high	slave	stare	joke	freak
ought	stain	ra'cy	slow	thief
should	dye	spi'cy	tar'dy	rob'ber

143

gird	sung	green	gout	state
cure	dusk	storm	next	snipe
tram	null	knock	more	scale
pail	make	thong	bolt	grasp
welt	lyre	loose	pawn	worse

144

garb	trip	creep	smash	grace
cowl	mint	fling	wrong	roach
lute	mold	split	pitch	least
sham	rusk	drone	speak	spark
name	sole	troop	girth	drawl

145

pun	flaw	mean	scope	sneer
due	snag	loop	lunge	chine
oak	coop	feel	heave	trend
jot	fort	sect	brood	beast
nun	pope	deck	smooth	slush
dip	pith	cape	jounce	beard

146

strut	hold	beat	mote	whit
gleam	feat	snap	weal	sled
trawl	lest	sill	mart	rend
taint	boon	gist	scan	molt
breach	daze	hone	jilt	span

147

sue	word	shun	lair	gloom
awe	hate	pang	then	strife
rid	mute	keep	haste	throng
thy	kill	glad	theme	seethe
wit	than	mode	leave	shrine

Desk work: Write these words with the proper diacritical marks.

148

THINGS AT THE MARKET

ba′con	sa′go	pip′pin	dam′son
co′coa	su′et	gin′ger	cit′ron
sŭr′ŭp	so′da	rai′sins	cof′fee
ci′der	hon′ey	sau′sage	cut′let
sug′ar	clar′et	sor′*gh*um	nut′meg

Pronounce *sugar* (shŏŏg′ ĕr).

149

mince′-meat	deaf′-mute	high′-toned
brand′-new	red′-hot	long′-lived
free′-hand	wild′-cat	low′-necked
knee′-deep	ill′-bred	roll′ing-pin
bold′-faced	jet′-black	stone′-blind

Notice the mark between the parts of these words (-). It is called a ***hyphen*** (hī′fĕn).

Notice that each of these words is made up of two words. Many words are made in this way. They are called *compounds* (kŏm-pounds); which means "put together."

150

bod′y	an′gry	kine	sheer	cac′kle
dā′ĭs	al′ley	pelf	de*i*gn	ar′dent
ep′ic	a dore′	fā*i*n	leach	ĕn tā*i*l′
i′dle	ĕn ăct′	ma*ll*	staid	hŏm′ĭ lў

151

a'ny	ap'ple	stol'id	cab'in
re'al	bru'in	cen'ter	cof'fer
so'ber	in deed'	tar'iff	ut'most
lem'on	prop'er	din'ner	spi'ral
bet'ter	sel'dom	let'ter	morn'ing

152

TROUBLESOME WORDS

cô*u*gh	ro*u*̆gh	rōg*ue*	plāg*ue*
to*u*̆gh	trŏ*u*gh	vāg*ue*	môrg*ue*
lā*u*gh	drà*u*ght	tông*ue*	lē*a*g*ue*

After *au* or *ou*, *gh* is often pronounced like *f*.

153

AROUND THE FARM

dā*i*'rў	pas'ture	bar'ley	pad'dock
wag'on	or'chard	com'post	thick'et
mān'gĕr	bee'hive	hay'rick	har'vest
gan'der	chick'en	poul'try	sheep'cot
mil'let	stub'ble	thrash'er	wind'mill
wick'et	wind'row	vĭn*e*'yārd	road'ster

154

NOUNS

pet'al	bee'tle	ten'dril	rain'bow
tal'on	cob'web	weath'er	chip'munk
se'pal	pol'len	blos'som	bliz'zard
rab'bit	show'er	crick'et	bum'ble bee

Language: Name-words are called *nouns*.

Desk work: Write five sentences, using in each a noun from the above list.

155

at'las	cau'cus	cho'rus	cen'sus
a'li as	wit'ness	proc'ess	blem' ish
cir'cus	bul'rush	band'box	car'cass
host'ess	trel'lis	dis patch'	var'nish

Nouns that end in *s*, *x*, *z*, *ch*, *sh* and *j* form their plurals by adding *es*.

Desk work: Write these words and place opposite each its plural form.

156

trig'ger	tres'tle	rub'bish	mi'crobe
re treat'	cul'prit	sanc'tum	pig'ment
fail'ure	con tour'	stran'ger	hal'yard
wad'ding	shel'ter	bow'sprit	fet'ters
twad'dle	re cluse'	drunk'ard	spin'dle

157

gā'là	lit'ter	mon'ster	spin'ster
ŏ'mĕn	mur'mur	pol'lard	scab'bard
o'nus	pis'ton	sûr'nāme	cres'cent
in'got	sĭg'nĕt	stop'per	bul'warks
tod'dy	rack'et	trin'ket	prŏv'ĭnçe

158

COMPOUNDS

self-willed'	scot'-free	span'-new
right'-hand ed	well'-bred	well'-nigh
knock'-kneed	one-sid'ed	three'-score
long'-wind ed	left'-hand ed	stiff'-necked

159

ABBREVIATIONS

George	Geo.	Ju'li us	Jul.	Wil'liam	Wm.
Jo'seph	Jos.	Rob'ert	Robt.	Mat'thew	Matt.
Dan'i el	Dan.	Josh'u a	Josh.	Tim'o thy	Tim.
Thom'as	Thos.	Ed'ward	Edw.	Fred'er ick	Fred.
Phil'ip	Phil.	Rich'ard	Rich.	E liz'a beth	Eliz.

Never use these abbreviations unless they are followed by family names.

Example: *Geo. Washington.*

160

WITH THE SOLDIERS

bu'gle	am'bush	can'non	pick'et
sal'ly	en list'	ban'ner	slo'gan
ri'fle	de ploy'	vol'ley	can teen'
boo'ty	for'age	sut'ler	tac'tics
en'e my	bul'let	pa role'	cou'ri er
maj'or	but'tons	dis charge'	gen'er al

161

PECULIAR PLURALS

ĕlf	bēef	eälf	lōaf	*k*nīf*e*
hälf	lēaf	wo͝olf	shĕlf	shēa*f*
līf*e*	sĕlf	wīf*e*	thi͞ef	stäf*f*

How are plurals generally formed?

The above words are exceptions to this rule. To spell their plurals change *f*, *ff*, or *fe* to *v* and add *es*.

Desk work: Write the plurals of these words.

162

fu'el	di'a ry	bob'bin	grid'dle
en'try	ken'nel	leav'en	ham'mock
or'gan	mir'ror	what'not	drā'pẽr ў
cad'dy	bod'kin	tum'bler	mat'tress
ta'ble	fun'nel	bol'ster	cŭs'pĭ dōr

163

IN OR OF A BUILDING

lob'by	tur'ret	pan'try	kitch'en
at'tic	clos'et	gar'ret	cham'ber
tow'er	par'lor	al'cove	cup'board
por'tal	bel'fry	lard'er	ward'robe
win'dow	cel'lar	draw'er	thresh'old

164

di'al	tu'ber	mur'der	hop'per	pend'ant
i'dol	vic'tim	pŏm'mĕl	mis fit'	shut'tle
met'al	spĭr'ĭt	fes'tal	pup'pet	stir'rup
făç'ĕt	sig'nal	lock'et	mĭs'sĭle	trāi'tŏr

165

I'ra	Ce'cil	Har'old	An'drew	Fran'cis
Hugh	Lew'is	Ar'thur	Viv'i an	Her'bert
Pe'ter	Ed'gar	Al'bert	Ol'i ver	Clar'ence
Ru'fus	Mo'ses	Er'nest	Hor'ace	Law'rence

Language: The first letter of a name is called its *initial* (ĭn ĭsh'al). Very often in writing names we use the initials of the given, or middle names, or of both, as abbreviations for them. Initials must always be written in capital letters. As initials are abbreviations, what must be placed after them?

Desk work: Write after five of these names a family name. Re-write each of them, using the initial in place of the given name.

166

POSSESSIVES

John's	Mary's	Byron's
George's	Jane's	Whittier's
William's	Susan's	Poe's
Henry's	Ruth's	Lanier's
Robert's	Ann's	Longfellow's

Language: Notice that to each of the above names the apostrophe (') and the letter *s* is added. This is done to show possession or ownership, and the names when so written are called *possessives* (pŏz zĕs'ĭvs).

Desk work: Write five sentences, using one of these possessives in each.

167

TROUBLESOME WORDS

phlŏx	lymph	*wrīght*	*wrīthe*
knēad	*wrăth*	prāy'ēr	mȧ līgn'
scī'ŏn	*psälm*	phrāşe	phlĕgm
ĕm bȧlm'	phāşe	sphēre	sphĭnx

Usually, *ph* has the sound of *f*.

Desk work: Write these words, drawing a mark under each *ph* that sounds like *f*.

168

suds	mumps	clothes	shēarş
tongs	ash'es	ġĭb'lĕts	vi'ands
reins	tights	scis'sors	breech'es
teens	rich'es	bar'racks	trap'pings
folks	pli'ers	trou'sers	fat'u ous
bones	an'nals	twee'zers	com'pass es

Pronounce *scissors* (sĭz'zērz); *breeches* (brĭch'ĕz).

169

IN THE GEOGRAPHY

ed′dy	peb′ble	cas cade′	em′pire
tid′al	frĭg′ĭd	mon soon′	dol′drums
o′cean	cav′ern	king′dom	mo raine′
po′lar	gey′şēr	fis′sure	çy′elōne
strait	tor′rid	cur′rent	moun′tain
trop′ic	plăç′ēr	sol′stice	whirl′pool

170

AT CHURCH

a men′	răb′bī	pas′tor	Bi′ble
fri′ar	vic′ar	cu′rate	ser′mon
al′tar	sex′ton	chap′el	rec′tor
Christ	ves′try	her′ e sy	mis′sal
bish′op	an′them	chăl′içe	lit′a ny
pul′pit	cler′gy	ves′pers	Cre a′tor
ro′sa ry	beth′el	bap tize′	*ch*rĭs′*t*en

Pronounce *friar* (frī′ēr); *vicar* (vĭk·ēr).

The various names given to *God*, *Jesus Christ*, and the *Virgin Mary* always begin with capital letters. The word *Bible* and names of books and parts of the Bible begin with capital letters.

171

PLURALS

Language: Signs, letters, figures, and words, mentioned without regard to their meaning, form their plurals by adding an apostrophe and *s*.

Examples:

Mark the sound of the *c's*.

How many *5's* are contained in 55?

Do not use too many *and's*.

Desk work: Write five sentences, each containing the plural form of one of the following: +, —, *of*, *in*, *k*, *g*, *4*, and *9*.

172

ze′ro	of′fal	plen′ty	tim′ber
a kin′	mo′tor	mat′ter	zith′er
wīl′y̆	ta′per	tur′bid	rug′ged
cov′er	top′ic	ref′uge	thorn′y
hob′by	a vert′	tid′bit	cas′ket

Desk work: Write each of these words in which *e* is found, marking diacritically the *e's*.

173

fod′der	in′mate	pim′ple	whis′per
mag′got	drag′on	mar′gin	traf′fic
ker′nel	mus′ket	pis′tol	giz′zard
mut′ton	păr′çĕl	pes′ter	in′grate
post′al	răs′cal	im pede′	fer′rule

174

dum′my	fin′ger	ĕn′trançe	ĭn elīne′
ha′ven	bum′per	frag′ment	bris′ket
çy′cle	ca rēer′	sol′vent	re pair′
mi′ser	fla′vor	spare′rib	in′kling
pan′ic	ham′let	splin′ter	pen′nant

175

PLURALS

la′dy	bug′gy	mer′cy	pol′i cy
na′vy	que′ry	quar′ry	found′ry
fair′y	sulk′y	cher′ry	lot′ter y
gyp′sy	fer′ry	tro′phy	pri′ma ry
jet′ty	mum′my	ar′ter y	quan′ti ty

Language: Nouns ending in *y* preceded by a *consonant*, form their plurals by changing *y* to *i* and adding *es*.

Desk work: Write the plurals of these words.

176

PRONOUNS

I	you	her	his	theirs
me	your	hers	it	them
my	yours	he	its	we
mine	she	him	they	our

Pronoun means for a noun. The pronoun is used for the name of the person speaking, spoken to, or spoken of.

Desk work: Write sentences containing words in the first column.

177

IN THE GARDEN AND FIELD

o'kra	pep'per	pars'nip	mus'tard
mel'on	car'rot	cab'bage	mush'room
gar'lic	pea'nut	ru'ta-ba'ga	eū'eŭm bĕr
tur'nip	rad'ish	pars'ley	col'lards

The hyphen shows that *ruta-baga* (rụ'tȧ-bā'gȧ) is what kind of word?

178

ON THE DINNER TABLE

gra'vy	but'ter	noo'dle	cus'tard
sal'ad	pic'kle	pud'ding	om'e let
jel'ly	pas'try	gum'bo	sher'bet
cook'y	muf'fin	chow'der	dump'ling

179

FAMILY RELATIONSHIP

fa'ther	un'cle	moth'er
sis'ter	cous'in	broth'er
grand'fa ther	grand'moth er	ä*u*nt

When words that denote family relationship are used with proper nouns, they begin with capital letters.

Example: *I have seen Uncle John.*

Desk work: Write sentences, containing these words.

180

WHAT WE WEAR

bon'net	man'tle	bod'ice	cor'sage
ul'ster	san'dal	cor'set	leg'ging
mit'ten	tur'ban	jack'et	slip'per
gar'ter	rib'bon	gai'ter	feath'er
jer'sey	cra vat'	but'ton	stock'ing

181

PLURALS

cov'ey	tur'key	tour'ney	mon'ey
don'key	gal'ley	trol'ley	af fray'
kid'ney	par'ley	turn'key	med'ley
pul'ley	jour'ney	hol'i day	birth'day

Nouns ending in *y* preceded by a vowel form their plurals by adding *s*.

Notice the difference between the plurals of these words and those in SECTION 175.

182

IN BUILDING A HOUSE

păn'ĕl	dôr'mẽr	frĕs'eō	brăck'ĕt
gā'ble	rȧft'ẽr	strĭng'ẽr	sûr'bāse
pŭt'tў	pĭl'lār	lĭn'tĕl	shĭŋ'gle
new'ĕl	măn'tel	eôr'nĭçe	trăn'sōm
eōp'ĭng	gīrd'ẽr	lăt'tĭçe	mōld'ĭng

183

COMMON TOOLS AND IMPLEMENTS

bev'el	chĭṣ'ĕl	trow'el	elēav'ẽr
au'ger	sic'kle	pla'ner	crow'bar
pick'ax	gim'let	hatch'et	pinch'ers
an'vil	ham'mer	nip'pers	tape'line
shov'el	mal'let	mat'tock	blow'pipe

184

Words of Interesting Origin

bā′bĕl	gŏs′sĭp	bŏn′fīre	môr*t*′gā*g*e
pōl′kȧ	e*u*r′few	păd′lŏ*c*k	shĕp′*h*ērd
rī′val	sē*a*′ṣon	dŏg′wo͝od	tûrn′pī*k*e
pĕt′rĕl	sär′dī*n*e	boy̆′e*o*̆t*t*	fôrt′nī*gh*t
nŏz′zl*e*	gănt′lĕt	bă*n* dă*n*′*n*ȧ	se*a*̄pe′gō*a*t
lŭm′bēr	hē*a*′th*e*n	tăl′ly̆ hō	brĕ*a*k′fast

Dictionary study: Every word has a story to tell that is interesting. The pupils should study the origin of those words that are easiest to trace. It will help them to remember the meaning of the words and make the work in spelling more interesting and profitable. Look in the dictionary for the origin of five of these words, and then write the story of each.

Example: *Babel* means noise and confusion, and comes from the Bible story of the "Tower of Babel," where people began to speak different languages, and hence there was much confusion, since they could not understand each other.

185

Verbs

ad vise′	tot′ter	pil′fer	strew
be gin′	with′er	mar′vel	stag′ger
vis′it	ren′der	tam′per	ar range′
cow′er	trav′el	shiv′er	swel′ter
lin′ger	suc′cor	dick′er	wor′ship
hov′er	mak′ing	moved	dis hon′or

Language: Action-words are called *verbs*.

Desk work: Write seven sentences, using one of these verbs in each sentence.

186

an′gel	sup′per	tav′ern	rel′ic
piv′ot	rat tan′	shan′ty	e late′
o′zone	ton′sil	rip′ple	do′nor
Sa′tan	whis′ky	grov′el	cro′ny
wa′ger	maid′en	nes′tle	car′at
va′por	tin′sel	re tard′	glo′ry

Desk work: Mark the vowels in the words in the first two columns.

187

HEARD ON A SHIP

dō′rў	wher′ry	pûrs′ēr	stāte′rōōm
car′go	rŭd′dēr	tĭll′ēr	găng′wāy
sī′rĕn	hạwṣ′ēr	ĕăp′stăn	bŭlk′hĕad
pī′lŏt	făth′ŏm	ĕŏm′pass	wĭnd′lass
voy′age	ŏff′ĭng	skĭp′pēr	wheel′house
rig′ging	hatch′way	bĭn nă ele	stăr′bōard

Pronounce *voyage* (voi′ăj); *wherry* (hwĕr′rў); *wheelhouse* (hwēl′-hous).

188

NAMES OF TREES

ạl′dēr	pĕ ĕăn′	bạl′sam	cy′press
ce′dar	wil′lŏw	wạl′nŭt	buck′eye
ma′ple	pop′lar	hack′ber ry	hick′o ry
hol′ly	lin′den	băn′ yan	ju′ni per
eb′on y	lạu′rĕl	hem′lock	man′grove
bīrch	sprụçe	lō′ĕŭst	chĕst′nŭt

189

L AS A VOWEL

a'ble	raf'fle	pud'dle	rid'dle
e'vil	dab'ble	tac'kle	tem'ple
ea'sel	bot'tle	bri'dle	sad'dle
an'gle	tic'kle	bris'tle	trea'cle
bea'gle	tri'fle	tram'ple	thim'ble

NOTE: When *l* occurs in an *unaccented* syllable following an accented one, the vowel in the final syllable is silent and the *l* does the work of the vowel.

190

PLANTS

i'vy	clo'ver	cat'nip	jon'quil
pop'py	smi'lax	saf'fron	sham'rock
li'lac	prĭv'ĕt	gen'tian	prim'rose
sụ'măe	mad'der	this'tle	lark'spur
păn'sy	cro'cus	jăs'mĭne	wood'bine
ăs'tẽr	vī'ō lĕt	blūe'bĕll	snōw'drŏp

191

ham'per	mod'el	crit'ic	jar'gon
lus'ter	por'ter	cor'don	hub'bub
in'step	wal'let	as'pect	ma'tron
fur'row	siz'zle	fab'ric	rab'ble
rash'er	ran'som	glu'ten	plan'et
net'tle	top'ple	sock'et	de'cent

Desk work: Write the words containing consonants which need to be marked to indicate their sounds and then mark such consonants.

192

prov'erb	with hold'	crul'ler	e nough'
spon'sor	sub'stance	skil'let	check'mate
bag'gage	cane'brake	whisk'ers	bed'stead
ca boose'	fore stall'	por'trait	re trench'
prow'ess	di vorce'	scram'ble	pro trude'

Desk work: Mark the *c's* in the words in the first three columns.

193

DAYS OF THE WEEK

Sun'day	Sun.	Wednes'day	Wed.
Mon'day	Mon.	Thurs'day	Thurs.
Tues'day	Tues.	Fri'day	Fri.
	Sat'ur day	Sat.	

Tuesday and *Wednesday* are often misspelled. What are *Sun.*, and *Mon.*? The names of the days of the week always begin with capitals.

Desk work: Find in a dictionary the story of how each day got its name.

194

REVIEW OF THE SOUNDS OF g

a gain'	gi'ant	din'gy	for get'
mag'ic	gig'gle	gid'dy	o blige'
sog'gy	ear'wig	beg'gar	nug'get
bo'gus	glib'ly	a ghast'	gob'lin
gru'el	dodg'er	hum'bug	gran'ule
gam'in	do'tage	leg'end	mi'grate

Desk work: Write these words, showing by the proper mark whether *g* is hard or soft. Review SECTIONS 33 and 35.

195

Verbs

a wait′	re main′	re coup′	re deem′
ex ceed′	de tour′	lam poon′	cur tail′
de rail′	par′boil	en croach′	con geal′
ap peal′	pro ceed′	re strain′	per tain′
im pair′	mis lead′	dis claim′	up braid′
mim′ic	lĭs′*ten*	meas′ure	jin′gle

Word building: Spell the *ed* and *ing* forms of these verbs.

196

Fish

por′gy	shark	lam′prey	dŏl′phĭn
min′now	shad	ale′wife	snap′per
tom′cod	mul′let	blue′fish	sheeps′head
sar′dine	cod′fish	floun′der	mack′er el
săl′m̀on	her′ring	shrimp	pick′er el
cat fish	had′dock	hạl′ĭ bŭt	pom′pa no

Desk work: Write the words in the second and fourth column, marking the vowels.

197

a′ged	ca′ble	es cape′	lo′cate
de lay′	cra′zy	fat′ty	bra′zen
fa′ble	na′bob	re late′	de base′
has′ty	re gale′	sta′ple	per vade′
wa′ges	pa trol′	sa′line	name′sake
re pent′	re spond′	com prise′	chat′ter

Desk work: Write five questions, using one of these words in each question.

198

Months and Seasons

Jan'u a ry	Jan.	May		Sep tem'ber	Sept.
Feb'ru a ry	Feb.	June		Oc to'ber	Oct.
March		Ju ly'		No vem'ber	Nov.
A'pril	Apr.	Au'gust	Aug.	De cem'ber	Dec.

win'ter spring sum'mer au'tumn

Always begin the names of the months with capital letters. Never abbreviate March, May, June, or July.

Desk work: Find out from a dictionary the story of the names of the months.

199

Names of Birds

rob'in	cuck'oo	pē*a*'e*o*ck	e*o*n'd*o*r
hĕr'ŏn	f*a*l'*e*on	spar'row	bob'white
rā'v*e*n	lĭn'nĕt	buz'zard	phĕa*s*'ant
ē*a*'gl*e*	plŏv'ẽr	swal'low	w*oo*d'e*o*ck
păr'rŏt	mag'pie	vul'ture	gold'finch

Pronounce *cuckoo* (k*oo*k'*oo*).

200

ph = f

go'pher	ci'pher	tri'umph	sul'phur
si'phon	neph'ew	phan'tom	phan'tasm
or'phan	proph'et	naph'tha	pam'phlet
phlegm	em phat'ic	phăr'ŷnx	pho net'ic
phase	pro phet'ic	blas'phe my	phŏs'phŏr ŭs

201

J*o*̆*h*n	B*e*̆r′th*a*	S*a*̆m′*u* ĕl	H*a*̆r′ r*i*̆ ĕt
J*a*̄m*e*ş	E̊d′m*u*̆nd	M*i*̆r′*i* am	B*e*̆n′ja m*i*̆n
E̊l′s*i*̆*e*	Lo*u* i̊ş*e*′	S*y*̆l′v*i*̆ *a*	C̊ăth′ĕr i̊n*e*
C̊ă′lĕb	N*o*̂r′man	I̊ş′*a* bĕl	N*a* th*a*̆n′*a* ĕl
J*u*̄′l*i*̆ *a*	E̊s′th*e*̆r	Å l*o*̆n′z*o*̆	C̊ăr′*o*̆ l*i*̄n*e*
M*a* r*i*̄′ *a*	J*u*̄′d*i*̆th	G*e*̆r′tr*u*̣d*e*	Al′ĕx ă*n*′dĕr

Notice that in the following sentences the name of the person spoken to is separated from the rest of the sentence by a comma or commas. This is a rule that you should always observe in writing.

Example: *John, do you know where Louise lives? Yes, Bertha, she lives at James's house.*

Desk work: Write five questions and five answers, using one of the above words in each.

202

IN GEOGRAPHY

gul′ly	jun′gle	cra′ter	coun′try
in′let	is′land	dĕ trī′tŭs	ter′race
cor′al	har′bor	grot′to	isth′mus
riv′er	grav′el	sum′mit	chan′nel
lev′ee	mo rass′	lȧ gōōn′	ice′berg
val′ley	up′land	tor′rent	con′ti nent

203

REVIEW OF SOUNDS OF r

a far′	riv′et	fer′ret	im pure′	hor′net
he′ro	ear′ly	a re′na	hor′rid	mere′ly
ev′er	a part′	sor′did	liz′ard	a fraid′
o′ral	re′gal	mut′ter	er′rant	per haps′

Phonics: Pronounce these words slowly. Notice that when *r* occurs before a vowel the sound is more forceful than when it occurs before a consonant or at the end of a syllable. In pronouncing words containing *r* observe this rule.

204

Kinds of Cloth

plŭsh	căn′vas	çhăm′brā*y*	flăn′nĕl
lĭn′ĕn	wo͝ol′ĕn	bŭck′ram	bŭn′tĭng
săt′ĭn	mŭs̱′lĭn	gĭng′*h*am	nā*i*n so͝ok′
co͝t′*t*on	mō′hâ*i*r	năn kēen′	căsh′mēr*e*
vĕl′vĕt	bûr′lăp	cām′brĭc	bro*a*d′clŏth
çhăl′lĭ*s*	săt′ēen	pŏp′lĭn	drĭ*ll*′ĭng

Look in the dictionary and learn from the story of their names why *cambric*, *muslin*, *nankeen* and *cashmere* are so called.

205

At the Circus

bo′a	li′on	py′thon	cam′el
pu′ma	tā′pīr	mon′key	pan′ther
ti′ger	zē′brȧ	jăck′a̤l	os′trich
lē′mŭr	*ll*ä′mȧ	cou′gar	ġĭ răf*f*e′
bī′sŏn	co′bra	wa̤l′rŭs	rein′deer
gȧ zĕ*ll*e′	ĭ guä′nȧ	pĕn′guĭn	to̤*u*′căn

206

sous*e*	ol′ive	pro vide′	fast′en
sō′-sō	brŏnz*e*	prat′tle	des′pot
quite	châr′y̆	be quest′	*e*y*e*′lĕt
bur′y	a dopt′	clut′ter	stig′ma
ch*ie*f	spra̤*w*l	be hoove′	tin′kle
a gog′	emp′ty	plan′tain	ăl lĕġe′

207

Gems and Minerals

mī'eȧ	ō'nўx	gär'nĕt	jăs'pēr
ō'pal	ăm'bēr	mär'ble	sĭl'vēr
rụ'bў	tō'păz	ĕp'pēr	lĭg'nīte
lä'vȧ	ō'ehēr	pŭm'ĭçe	grăn'ĭte
ī'ron	eär'bŏn	nĭck'el	grăph'īte

Pronounce *iron* (ī'ŭrn).

208

rey'nard	for'ceps	vi'per	pil'grim
mid'dle	coy'ness	a like'	nos'tril
ac cord'	duc'tile	ar'bor	der'rick
by'gone	latch'et	fi'ber	mol'lusk
cin'der	blis'ter	gav'el	for ev'er
for'est	hol'ster	hav'oc	com'ic al

209

A Lesson in Pronunciation

granite	(207)	plover	(199)	sphinx	(167)
allege	(206)	cuckoo	(199)	morgue	(152)
walrus	(205)	balsam	(188)	rough	(152)
tapir	(205)	psalm	(167)	lesson	(50)
cashmere	(204)	prayer	(167)	college	(50)
cruise	(140)	breadth	(140)	quash	(140)
waltz	(127)	church	(127)	fierce	(124)
whose	(115)	herb	(115)	sauce	(111)

These words are not for spelling, but for pronunciation. The number opposite each word indicates the section in which it is correctly marked.

210

REVIEW OF C

ac'rid	ca det'	cat'tle	ad vice'
sau'cy	ra'cer	de cide'	e vince'
cur'ry	can'dy	ca jole'	fis'cal
ca'ter	a'corn	as cent'	de duce'
an'tic	lu'cre	doc'ile	lo'cust
ci gar'	i'ci cle	cir'cle	cap'sule

Desk work: Write these words, marking the *c's*.

211

col'lar	griz'zly	hom'i ny	flur'ry
dou'bly	fil'bert	an'nu al	mot'tle
vo͝o'do͝o	gear'ing	wild'fire	lug'ger
in ject'	smol'der	vouch'er	taw'dry
col'umn	be yond'	crook'ed	brąwn'y̆

212

NAMES INDICATING VOCATION OR POSITION

ma'son	tai'lor	stok'er	fore'man
gro'cer	law'yer	cob'bler	sales'man
but'ler	jock'ey	plumb'er	mer'chant
lack'ey	ped'dler	hos'tler	coach'man
bar'ber	team'ster	butch'er	gold'smith

213

OPPOSITES

front	hind	aft	fore
woof	warp	up'per	neth'er
plus	mi'nus	ar rive'	de part'
male	fe'male	lat'ter	for'mer
con'vex	con'cave	re'tail	whole'sale

214

VERBS

de note′	ig nite′	con cede′	sur mise′
rė vēr*e*′	de prive′	pol lute′	swin′dle
rat′tle	be reave′	whit′tle	pre cede′
pė ruṣ*e*′	di verge′	en twine′	pre serve′
kin′dle	re cline′	com bine′	post pone′

Before adding endings beginning with a vowel, such as *ed* and *ing*, to words ending in silent *e*, drop this silent *e*.

Example: *de note′*, *de not′ing*, *de not′ed*.

Spell the *ed* and *ing* forms of these words.

215

pȧ pa̤*w*′	pē′nal	mer′it	de mur′
civ′ic	boo′by	tăf′fў	tu′tor
bŏn′nў	ad′der	ra′zor	o′vert
liv′id	dē′mŏn	sto′ry	ur′ban
sў̆n′ȯd	fag′ot	to′ken	a dept′
ȯth′ẽr	ju′lep	oak′um	rab′id

216

wā′rў	fee′ble	ɛū′pĭd	wĭth a̤l′
bre*ā*k	cor′net	dĭġ′ĭt	gam′ble
du′ly	de file′	dow′er	lock′er
po′ny	ver′bal	tru′ly	jun′ket
Zī′ȯn	rub′ble	vo′cal	out′fit
mulch	be fore′	shelve	strength

217

gus′to	par′ry	oust′er	versed
im bue′	re cess′	lay′man	ap ply′
im pel′	screed	rān′ġẽr	ar′mor
lin′er	*ch*ā′ŏs	re fund′	bär′ȯn
trånç*e*	fă̤ç′ĭl*e*	ab surd′	scribe

218

be ware′	frit′ter	in′voice	cast′er
re′cent	sir′loin	gris′tle	wood′en
re′gent	light′er	gal′lows	di vide′
scant′y	pen′sive	whee′dle	cra′dle
blot′ter	cen′tral	with out′	cur′dle
po′et ry	re store′	de spair′	be hold′

219

mas′tiff	com′merce	roost′er	sub scribe′
clas′sic	dan′druff	ser′pent	night′mare
dor′mant	hand′some	haw′thorn	cran′ber ry
crev′ice	fare well′	con front′	trans plant′
shut′ter	brack′ish	plat′form	wheel′wright
fra′grant	dis′tance	boot′jack	blood′thirst y

220

IN OR OF A CITY

māy′ȯr	sŭb′wāy	eŏn′dŭit	eąuşe′wȧy
sew′ẽr	eŭl′vẽrt	foun′taĭn	eûrb′stōne
măr′kĕt	măr′shal	dĭs′trĭct	ąl′dẽr man
sŭb′ûrb	hy′drant	prē′çĭnct	ôr′dĭ nançe

221

COMPOUNDS

kĭl*n*′-dry	*k*nēe′-hī*gh*	tw*o*′-ĕd*g*ed
eâst′-ŏf*f*	lȯve′-sĭck	bō*w*′-lĕg*g*ed
fo͝ot′-sōr*e*	eröss′-e*y*ed	stŏ*c*k′-stĭ*ll*
hä*lf*′-pâst	fĭrst′-elâs*s*	strā*it*′-lāçed

CAUTION: Do not omit the hyphen in these compounds.

222
Proper Names

An'na	Blanche	Bar'ba ra	Hu'bert
Fe'lix	Mar'tha	Mar'ga ret	Leon'ard
I'saac	Eu gene'	Au gus'tus	Pat'rick
Hi'ram	Gil'bert	Cy'rus	Rich'ard

223
Common Maladies

a'gue	ul'cer	ĕăn'çĕr	ab'scess
spasm	pa̤l'şў	bun'yon	ty'phoid
col'ic	tu'mor	drop'sy	small'pox
fe'ver	can'ker	mēa'şleş	chil'blain

224
Words with Double Usage

a ward'	both'er	han'dle	re buff'
mim'ic	at tire'	bal'lot	a mount'
lim'it	fil'ter	re bate'	ad dress'
jin'gle	sliv'er	sup ply'	bal'ance
rus'tle	won'der	muz'zle	strug'gle
rel'ish	mus'ter	lath'er	chal'lenge

Review Section 101.

Desk work: Write sentences showing the use as nouns and as verbs, of the words in the first column.

225
Heard at the Store

i'tem	bas'ket	prof'it	dis'count
la'bel	sam'ple	tick'et	hogs'head
cou'pon	rem'nant	gar'ment	crack'ers
bon'bon	joûr'nal	deb'it	crock'er y
lan'tern	păt'tẽrn	bar'gain	state'ment

226
In the House

ov'en	nee'dle	lad'der	has'sock
tow'el	nap'kin	car'pet	blan'ket
di van'	pil'low	buck'et	cur'tain
ba'sin	set tee'	dip'per	fur'nace
pok'er	ket'tle	gob'let	mat'ting

227
Opposites

in'ward	out'ward	port	star'board
up'ward	down'ward	for'ward	back'ward
low'land	high'land	ven'tral	dor'sal
lee'ward	wind'ward	the'o ry	prac'tice

228
In or on a Building

sīz'ĭng	ce ment'	môr'tĭs*e*	shē*a*th'ĭng
mor'tar	gŭt'tẽr	prīm'ĭng	whīt*e*'wąsh
ą*w*n'ĭng	plȧs'tẽr	chĭm'n*e*ў	clap'board
fą*u*'çĕt	eŏn'crēt*e*	bŭt'trĕs*s*	sc*a*nt'lĭng

Pronounce *clapboard* (klăb'bôrd).

229
Verbs

ex cel'	af fix'	o mit'	ex tol'
re pel'	de ter'	re lax'	en trap'
de fer'	oc cur'	in fer'	sub mit'

Words accented on the last syllable, ending in a single consonant (except *x*) preceded by a single vowel, double this consonant before adding endings that begin with a vowel.

Example: *ad mit'*, *ad mit'ted*; *ex cel'*, *ex cel'ling*.

Notice that when the ending makes a new syllable the added consonant becomes a part of the added syllable.

Desk work: Write the *ed* and *ing* forms of these verbs.

230

pes'tle	buc'kle	jug'gle	dim'ple
hur'dle	can'dle	nib'ble	bun'gle
gir'dle	stip'ple	dap'ple	muf'fle
fic'kle	pad'dle	bub'ble	crip'ple
lit'tle	tur'tle	fid'dle	crac'kle

Phonics: Review SECTION 189.

231

qui'et	quar'rel	quar'ter	quar tet'
quiv'er	squā'lôr	quăg'mīr*e*	squan'der
quo'rum	re quire'	squab'ble	squad'ron
se'quel	be queath'	se'quence	quad'rant
quib'ble	qual'i ty	quan'da ry	quick'lime

Phonics: Review SECTION 99.

232

be long'	col'ored	flounce	com'rade
ves'sel	whis'tle	whin'ny	clam'ber
bea'con	e͡ŏn dōn*e*'	tas'sel	prē'lūd*e*
mas'cot	shud'der	in voke'	lag'gard
pack'et	man'date	ruf'fle	off'hand
gam'bol	fär'rĭ ẽr	fend'er	ram'pant

Desk work: Write the words containing *c's* or *g's* and mark them.

233

a ware'	mus'sel	mal'lard	hŭm'drŭm
rud'dy	sim'mer	scraw'ny	e͡ûr'sŏ rў
em'ber	shag'gy	cos'tume	brag'gart
hov'el	bar'ter	clus'ter	fŏr sō͞oth'
mu'sic	hẽr'mĭt	glut'ton	mul'ber ry
vig'or	mem'ber	pas'sage	sprī*gh*t'lў

234

ty′rant	ŭl′trȧ	vĭs′çĭd	ros′ter
va′cate	bri′er	ban′tam	safe′ty
ur bane′	bĭg′ȯt	bi sect′	re pute′
pot′ter	en′ter	tan′dem	num′ber
as cend′	re′bus	sen′try	fren′zy

235

a cross′	poo′dle	tat′ters	her′ald
wee′vil	sun′dry	dis′cord	in′fant
grĭş′lў	e lapse′	har poon′	ex pose′
ban′ter	wood′ed	lug′gage	gov′ern
swiv′el	bal′lad	frig′ate	pris′on
zig′zag	cor′ner	hus′band	re ject′

Desk work: Write five sentences each containing one of these words.

236

WORD BUILDING

cry	cried	cries	cry′ing
ply	try	spy	pry

Words ending in *y* preceded by a consonant generally change *y* to *i* before adding endings, except those beginning with *i*, as *ing*.

Desk work: Write the *ed*, *es*, and *ing* forms of these verbs.

237

x = ks

ax′le	ex tort′	ex′o dus	ex tinct′
ex′it	ex cess′	ex pound′	ex claim′
a′pex	ex pire′	con text′	ex pense′
bux′om	ex tent′	ex crete′	ex plain′
ex′tra	ex hume′	fix′ture	ex treme′

238

x = gz

ex ist′	ex act′	ex hort′	ex hib′it
ex ert′	ex alt′	ex empt′	ex am′ple
ex ult′	ex hale′	ex haust′	ex am′ine

Notice that *x* in these words has the sound of *gz*. Usually *x* has this sound when it is followed by an *accented* syllable beginning with silent *h* or a vowel. This sound of *x* is shown thus, ẋ.

Phonics: Pronounce slowly the words in SECTIONS 237 and 238.

239

re′al ize	el′der	min′strel	char′ger
sc*ē*n′*ĕ*r *ў*	prel′ate	hot′house	de grade′
le′ni ent	*ĭ*m pūgn′	hire′ling	her′o ism
car′a way	fum′ble	*ē*ās*e*′mā*te*	bind′er y
im′i tate	wick′er	con struct′	char′i ot
re served′	*ċ*òm′fôrt	house′hold	du′bi ous

240

WORDS THAT DESCRIBE

la′zy	stu′pid	mer′ry	bit′ter
no′ble	nim′ble	hap′py	clev′er

Words that describe nouns and pronouns are generally called *adjectives* (*ăd′jĕk tĭvs*).

The word *adjective* means *added to*, that is, added to a noun or pronoun to describe it. Mention a noun that each of these words describes.

241

ADJECTIVES DENOTING COLOR

az′ure	ma roon′	au′burn	yel′low
taw′ny	sor′rel	rus′set	scar′let
ha′zel	pur′ple	or′ange	crim′son

242

en roll′	a dapt′	de duct′	sur pass′
re turn′	of fend′	ran′sack	pre dict′
la ment′	dis arm′	con tort′	en trust′
se lect′	re volt′	sug gest′	ob struct′
pol′ish	em boss′	sō′jo͝ûrn	mis spell′

Spell the *ed* and *ing* forms of these verbs.

243

ADJECTIVES

cool	wild	dear	scarce
ripe	coarse	droll	strict
proud	strange	brown	clear

Add *er* to each of the above words. See SECTIONS 110 and 214. When we say: "This apple is riper than that apple," we compare two apples. *Riper* is the comparative form of the adjective *ripe*. The comparative form of most adjectives is made by adding "*er*" to the simple adjective.

244

buck′wheat	pit′tance	ad′junct	plum′met
crac′kling	mem′brane	strad′dle	mag′nate
set′tlings	fam′ish	pell mell′	cru sade′
treat′ment	stand′ard	hood′wink	dis creet′
pre scribe′	tran′sept	col lapse′	a sun′der
with stand′	in struct′	wood′chuck	de cant′er

245

b*u*y	th*ei*r	c*oa*l	w*eigh*	m*oa*t
v*ei*l	b*ie*r	m*ie*n	f*ei*nt	w*eigh*t
v*ei*n	ç*ei*l	s*ei*n*e*	p*ie*ç*e*	flow′*er*

Words which sound alike, but differ in spelling, are called ***homonyms*** (hŏm′ō nĭmz).

Desk work: Write the homonyms in corresponding pairs.

246

ADJECTIVES

When *er* was added to the words in SECTION 243, how many persons or things were compared?

Desk work: Write the words in SECTION 243, adding *est* to each.

Adjectives ending in *est* are said to have the *superlative* (sû pĕr'là tĭv') *form.*

The superlative form is used when you are comparing one person or thing with *two* or *more* other persons or things.

Example: *John is the tallest boy in school.*

247

COMPOUND ADJECTIVES

air'-tight	pitch'-dark	blear-'eyed
self'-made	first'-hand	web'-foot ed
bird's'-eye	wide-a wake'	moth'-eat en
top'-heav y	read'y-made	woe'-be gone

Do not omit the hyphen from these words.

248

TROUBLESOME VERBS

die	dy'ing	died	dye	dye'ing	dyed
lie	ly'ing	lied	hoe	hoe'ing	hoed
vie	vy'ing	vied	toe	toe'ing	toed
tie	ty'ing	tied	shoe	shoe'ing	shod

Verbs that end in *ie* change *ie* to *y* before adding *ing.*

249

co'lon	ten'der	trē'mŏr	cut'ler y
to'per	sat'ire	scut'tle	tan'ner y
eā'rĕt	wĕap'ŏn	serv'ant	stock ade'
al'ter	bus'tle	crup'per	fore bod'ing
re past'	rock'et	drag'net	spend'thrift

250

wel'come	ni'ce ty	fra'grance	a gainst'
prod'uct	can'vass	loop'hole	por'poise
sar'casm	pur'port	huck'ster	tran scend'
bōwl'dĕr	twi'light	sculp'tor	fore'sight
con'tact	poign'ant	stal'wart	where'fore
bil'lows	lem on ade'	up stairs'	light'ning
doub'let	dip'lo mat	pŭmp'kĭn	di'et a ry
gov'ern or	clans'man	gher'kin	den'ti frice

Pronounce *against* (à gĕnst'); *porpoise* (pôr'pŭs).

251

am'ble	bun'dle	frec'kle	star'tle
la'dle	jos'tle	bram'ble	scuf'fle
cas'tle	med'dle	wrin'kle	chuc'kle
fiz'zle	gar'gle	snug'gle	dwin'dle
sti'fle	cud'dle	crum'ble	brin'dle
dan'gle	tat'tle	driz'zle	scrib'ble

What do you know about *l* in the second syllable of these words? In what kind of syllable do you always find this kind of *l*? What kind of syllable always precedes it? What kind of *e* follows it? See SECTION 189.

252

ȳ = ē = ī

mȳrrh	fi'ĕr y	vīr'gin	sev'ĕr
zeph'ȳr	hith'ĕr	thīrst'y	badg'ĕr
mar'tȳr	vĕr'min	skīr'mish	pip'ĕr
mȳr'tle	cĕr'tain	squīr'rel	fīrm'ly
sā'tȳr	hĕrd'ĕr	shīrk'ing	im port'ĕr

253
COMPOUNDS

ram′rod	land′mark	fore′noon	tea′spoon
kins′man	side′walk	char′coal	pass′port
flax′seed	wood′land	toad′stool	wish′bone
sun′down	stop′cock	short′hand	help′mate
law′suit	wind′fall	yard′stick	card′board
bag′pipe	hard′ware	steam′ship	grind′stone
man kind′	grid′i ron	whirl′wind	witch′craft
sand′stone	star′fish	farm′yard	side′walk

A great many of our words are *compounds*: That is, they are composed of two or more words united into one. Some compounds require the hyphen. See SECTIONS 149, 158, 221, and 247. There are many compounds that do not take the hyphen.

254
TO BE DISTINGUISHED

peas	pease	pence	pen′nies
dies	dice	broth′ers	breth′ren

Desk work: Write sentences using one of these words in each.

255
TROUBLESOME WORDS

ou = a̤

ought	dȯe̤s	ya̤*ch*t	gu*a̤*rd
fought	quay	*a̤*i*s*le	fri*e̤*nd
thought	fe*o͞*ud	pl*ă*i*d*	sle*o͞*uth
wrought	b*uo*y	he*ä*rt	to*o͟*uch
bought	s*i̤*gn	l*i̤*ef	n*e̤i*gh

Pronounce *quay* (kē̤y).

See SECTION 38. Notice that *gh* before *t* is silent also.

Desk work: Write these words, drawing lines through the silent letters.